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POST GRADUATE OPPORTUNITY FOR THE ORDINARY TEACHER

GLADSTONE VIRTUE

Chairman, Lethbridge School Board

A good, safe contract in a good, modern school, in a good, comfortable city marks the ambition of many a teacher. And his destruction. The glory has faded from his landscape when mountains no longer challenge and rough seas beckon no more.

Anticipating that many a teacher will not agree with the observations of a mere trustee, can we discover one premise upon which to base a conclusion? What proportion of the profession who have affixed their signatures at the end of that contract which seemed to open the door of opportunity, have taken advantage of any post-graduate work after the first two years of their teaching career? Eliminating those sweet young things who have successfully terminated their courses by entering the haven commonly called marriage and confining our attention to those who embark on education as a profession and abide in it, what number at the end of five years are better qualified than at the beginning—save only by the one element, experience?

Today University walls have been burst outward and learning is crying out for attention from every fire-side and street corner. Post-graduate possibilities have a much wider scope than formerly were embraced in that term. Is the ordinary teacher availing himself of these opportunities? Are many of our teachers living in the world of 1900-1913?

I quote from a recent editorial: "It is no longer open to question that we are in the midst . . . of one of the great upheavals and readjustments of modern history. The world . . . cannot and will not be organized as it was two years ago."

Is Oliver Cromwell still merely Cromwell, or does he keep pace with Mussolini: have "the corn laws" any relationship to Stanley Baldwin and 1931; is Robespierre a century old or is he a companion of Lenin and Stalin; will the Marseillaise be sung to the tune of "The Internationale"; is Ghandhi merely a queer person who goes half-naked and milks goats, or have we here a greater than George Washington?

Within the past few months a young and brilliant teacher of my acquaintance asked for some small assistance in preparing a paper on one phase of the Russian situation. It was demonstrated that my young friend (a University graduate) was labouring in abysmal darkness regarding political and social developments such as have not shaken

this old world since the days of the French Revolution.

Recently I have been observing those in attendance at public lectures by prominent visitors. The presence of a teacher is so rare as to excite comment. One would have expected to find the members of that profession insisting on admittance.

Is the ordinary teacher of today delving into the vital happenings of the world, or is he (or she) shutting his mind as well as his body within the four walls of Grade Q?

Doubtless the rejoinder will be made: Why should a teacher of young boys and girls trouble to know a great deal about such events? Such a question is an alarming symptom of the progress of the disease which I am attempting to diagnose. The teacher who has reached that attitude of mind has ceased his education—his career is already ended.

May I be permitted to ask the teaching profession a question? Why should a teacher who is comparatively young and untrammelled remain in one school, one city, or even one province during a long period of years? I am aware that the married teacher has given hostages to fortune and must remain in a more or less settled position. But is it wise for teachers as a class to do so? Is there not considerable to be said for a great extension of the exchange system, either officially or privately arranged? Would not Miss Smith have a larger and more satisfactory life if she were to teach two years in Alberta, two in Nova Scotia, two in New Zealand, and so on rather than to teach Grade V in Skookomdyke Public School for fourteen years in succession? And would not the young Canadian up in the town of Skookomdyke have a somewhat wider and broader knowledge of the world if he could gaze at Miss Jones from Australia for a year or two by way of variety? May I venture the opinion that this field of post-graduate activity is not yet fully developed. That Miss Smith, for her own sake as well as that of her class, should spread her wings more frequently.

(Lest my aging head be completely plucked, let me interpolate, "There are exceptions, of course").

The post-graduate course within the walls of a University; the University extension course; the summer school; familiarity through private study with the great social and industrial movements of the present day—these and many other agencies offer themselves to the teacher who has only be-

gun, not ended, his career when he receives his first cheque. I make no attempt to do more than refer to them and the woeful lack among ordinary teachers of a grasp of these opportunities.

May I add this: The years 1919 to 1931 have witnessed stupendous changes for good and ill in our world. The years 1932 to 1942 will usher in social and political changes which will charge the pages of history with incalculable achievement. The teaching profession may, if it wishes, exert a powerful controlling and molding force upon these years. But not by camping in false security in back country while minds less enlightened, characters less stable, storm the front-line trenches of advancement.

It is possible for John Smith teaching "Canadian History" to Grade VII, for Miss Jones teaching "Literature" to Grade VIII, to vivify Christianity, to tame Russian Sovietism, to re-mold petty nationalism, to bulwark the sanctity of our homes, to lead-out the world citizen of tomorrow.

There are among the teaching profession those who scorn to regard their certificates as completing their education—such have before them a vast mass of humanity in dire need of leadership—such will continue to labor knowing they labor not in vain.

No greater challenge to shake off the shackles of professional routine, to galvanize personal lethargy, to energize the mental atrophy that slumbers on the couches of low idealism—no greater challenge can ever come, than the challenge which comes in this day from the milling masses almost in stampede, to whom true leadership will be indeed a heaven-sent gift.

THE END OF EDUCATION

REV. J. W. MELVIN, Lethbridge, Alta.

It is a mere truism to state that the work of education is the greatest in which one can engage. To education we owe our present position. Not until the white man came with his knowledge, his higher experience, his grasp of life, did this West begin to be a country. Our civilization on these great plains is the product of work of the educated engineer, the educated farmer, the educated man in every calling. It is so important that there is not a community in Canada that could think it is supplying the need of its people unless it made provision for education.

The term is used in two senses. In the wider, less definite sense, it means a process of development by which one gradually adapts himself in various ways to his physical, social and spiritual environment. In this sense the reading of a book, the making a friend, a sojourn in a foreign country, membership in any organization, are all elements in the process. In the narrower sense, in which we use the term in everyday speech, it does not include self-culture and the general influence of one's surroundings, but only those special influences which are consciously and of design brought to bear upon the younger by the adult section of the community through the family, the church, or the state. For the moment we direct our attention more particularly to the function of the teacher.

What then is the ideal, the end in education?

The average man, the average parent or employer of labor, will say, "It must fit one to discharge efficiently the duties of his chosen occupation. To be worthwhile it must bear directly upon the needs of the daily task." And there is an element of truth in this. Earning a living is too important a part in any life to be overlooked in the scheme of preparation for living. Education will increase the opportunities to achieve economic success.

But thoughtful men, the great pioneers in education, saw something more in it. They refused to recognize the dollar standard. In the early days of American history, John Harvard left the sum of two hundred and fifty pounds to found a college that "America might never be without leadership, that there might come from the rising generation men who would give light and leading" to a rapidly developing people. And it is one of the most gratifying things in educational history that two hundred and fifty pounds has grown in the last one hundred years to the magnificent sum of forty-eight million dollars devoted to the development of leadership.

The "bread and butter" ideal is not adequate. Marshall in his "Principles of Economics" writes, "Reading and writing afford the means of that wider intercourse which leads to breadth and elasticity of mind, and which is enabling the working man of today to be as capable a citizen as was the country gentleman of a century ago." Earning a livelihood is an important part of one's concern but only a part.

Just here a remarkable fact may be noticed. If

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we consider ourselves or our friends, we find that our marketable qualities are not those on which we pride ourselves. Our friends are pleased with our wit, our worth of character, but they cannot put a price on either. Our patience, our thoughtfulness of others, our virtue, our quickness of intelligence, none of these can be bought or sold—yet it is for these our friends chiefly value us.

Nor is it the function of education to teach contentment with things as they are. "No man is educated who is not socially awakened." No man is educated who has not learned something of the problems and conflicts of society. The educated man will help to build up a new social order offering larger opportunities to all.

Nearly two hundred years ago Bishop Butler stated the ideal in education in these words: "Education is endeavoring to put children into right dispositions of mind and right habits of living in every relation and employment." He frankly declared, "of education, information is the least part." An education should be a full preparation for life. Youths with well-developed minds and underdeveloped characters constitute not an asset but a liability, a menace to the state. Spencer said, "Education is a preparation for complete living."

So then, education is quite as much a spiritual process as it is a mental process. It is not described in terms of buildings, and examinations and curricula, but in terms of something subtler. The educational reformers of today, those whose work is proving permanent and worthwhile declare that the child is above all a "behaving organism." It follows that the teacher's ultimate concern is to cultivate, not wealth of muscle, not fulness of knowledge, not even refinement of feeling, but strength and purity of character. In other words, the ethical aim is supreme. Not that other aims are unimportant; but they must be secondary to this highest aim, the formation of character. The end of education is the acquisition of moral and spiritual power. A person is not educated who has not learned that "man does not live by bread alone."

The time was when it was said, "The failure or success of education rests with the teacher. The coming generation will be in a large measure what the teacher makes it." That is an extravagant statement. There is another powerful agency in the child's development—the home. The immense importance of this agency need not be emphasized. Two children attend the same school, are under the influence of the same teacher, pursue the same studies, perform the same exercises, yet they differ as night from day as to their general knowledge, interests, speech, bearing and moral tone. The difference is accounted for by the homes from which they come. In some ways the school is almost hopeless when the influence of the home is on the wrong side. The home is the soil in which spring the virtues we admire. It is there the warmest and most intimate affections flourish. It is there the child learns the difference between generosity and meanness, between considerateness and selfishness, between industry and idleness, between justice and injustice. It is there that his habitual leaning to one or the other of these is first determined.

TIME—THE ESSENCE OF THE AGREEMENT

A. J. WATSON, Superintendent of Schools,
Lethbridge, Alta.

When a collegiate or high school is established in a district for the purpose of providing secondary education, the ratepayers undertake a heavy financial obligation in behalf of the children of that district. The additional amount of taxation ranges (in the cities at least) anywhere from one hundred dollars to one hundred and forty dollars per pupil per year. In four years this amount varies from four hundred dollars to five hundred and sixty dollars, and in five years from five hundred dollars to seven hundred dollars per pupil. It is evident that secondary education is a costly undertaking. To assume, therefore, that a student has a right to continue indefinitely in high school is not in keeping with fairness to the ratepayers. When a secondary school is established and the district obligates itself to fulfil the requirements of the Department of Education in regard to this type of advanced education, it does not assume an "unlimited liability" in regard to a student's cost to the district. It rather assumes, whether in a written or unwritten form, that time is the essential element in the agreement.

This being the case, it is evident that the student must take his end of the bargain with a reasonable amount of seriousness, and the facts of the situation should be definitely impressed upon him as early as possible in his high school career. With the majority of students there is no difficulty, but in most large schools there is a minority of ten to twenty per cent. who are quite satisfied to graduate either in the "Course of Time" or the "Course of Least Resistance." To them a high school makes a very suitable summer resort for athletic pastimes or a good winter refuge from the cold, cold world. Such students are well pleased to drift along as leisurely as possible so long as the situation is not made too distressful for them. During the time that schools were not overcrowded this portion of the student body was neither so numerous nor so harmful to the interests of the school, but now, in these times of depression, when practically every 'teen age boy or girl in the community is attending high school chiefly because "there is nothing else to do," it is time that a definite value be placed upon the privilege of attending and that definite restrictions be enforced to curtail the professional student loafer, no matter how limited this number may be.

In Lethbridge last spring a report submitted to the board revealed that in the collegiate there were ten students in their sixth year in the academic course and one in the seventh. These students were perfectly normal mentally and physically, but were engaged in so many other interests and activities both in and out of the school that academic studies themselves had become a matter of secondary concern. Now it is all very well to say it is up to the teacher to "make" every student do his work, but where classes average from forty-five to forty-eight each, as ours did last year, and where the individual is to some extent lost in the midst of large classes, a student who is determined not to work is mighty slow if he cannot find ways

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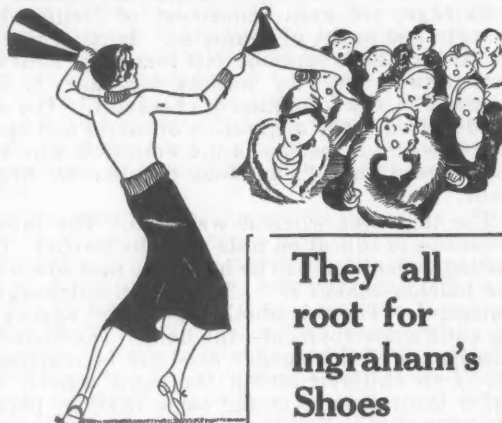
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and means of side-stepping a good deal of work without being checked up daily about it. The teachers have very definite obligations in regard to the students, and in my experience I have met very few either in public or high school, who did not take their duties in real earnest, but there is also a limit to the teachers' obligations. High school should not be a teacher-student proposition but rather a parent-teacher-student undertaking in which each contributes his due share of responsibility. May I say just here that the majority of parents are definitely in accord with the teachers' efforts but the type of student referred to is just as capable of "putting it over" his parents as he is of side-stepping classroom studies.

It was with the aim and purpose of assisting the parent and teacher and at the same time of putting a "crimp" in the lazy students' little game that the Lethbridge board, after careful consideration, passed the following resolution:

"WHEREAS the collegiate is becoming more and more crowded, and

"WHEREAS practically all the graduates from Grade VIII are entering the collegiate regardless of their aptitude or inclination for academic studies, and

"WHEREAS it is evident that an increasing number of students are over-stressing student activities and outside interests to the detriment of their academic progress, and

"WHEREAS the whole four grades (composed of thirty units) of the collegiate are considered a four-year course and, in any event, should not take more than five years, and

"WHEREAS seven units a year is considered by the Department of Education as the normal number to be taken,

"BE IT RESOLVED:

"That this board require each student to pass in at least five units per year on the Departmental examinations,

"That, prior to entering the collegiate for the next year and in accordance with the intent and purpose of Section 139 of the *School Act*, students failing to attain this minimum be required to appear before an investigating committee of this board to state their reasons why the board should allow them to continue in the collegiate,

"That any student requiring longer than five years to complete the four grades of the collegiate be charged tuition fees at the rate of \$100 per year for seven units or \$15 per year per unit if less than seven."

After the board's action became known there was a good deal of debate locally as to its probable effect. That was six months ago. There is now no doubt as to the value and wisdom of the resolution, and—what is more important—every item has been followed through to its logical conclusion. After school commenced this fall, every student who failed to obtain the minimum of five units had to appear before a committee of the board and explain just why he had failed. As an indication of the beneficial effect on the student

body even in last June examinations, out of an enrolment in XI, XII, 2nd and 3rd year Commercial, of three hundred and two students, only thirty failed to obtain the minimum of five units. In Grades IX and X, Academic and 1st year Commercial, out of an enrolment of three hundred and eighty, there were twenty-five who failed to get the minimum. From this it is obvious that the students, realizing that the five year limit without fees had been placed upon them, made a real effort to succeed. If they had any doubts as to the application of the board's resolution, they certainly are now completely disillusioned.

In the community the action of the board has been received most favorably by the ratepayers. They realize that it is a forward step towards putting secondary education on a strictly business basis. Since the Department says that it has outlined a four-year course, and since the board extends free secondary education to five years so as to conform fully and completely with the spirit and letter of the *School Act*, there is no sympathy forthcoming from any quarter for the student who fails to complete the course in this reasonable time limit.

With the student body there have been several beneficial effects. The "loafer" is brought into the limelight in a manner that he may resent but he is forced to realize that there is only one way to avoid this unwelcome publicity of his idleness. The student who obtains the minimum is proud of the fact and quietly resolves to keep out of the "dud brigade." In the senior classes, the student who has taken more than three years to complete Grade XI suddenly realizes that his time limit is nearly completed, and his effort is correspondingly increased. Throughout the school there is an increasing consciousness that the limits set by the board are reasonable and fair, and that anyone who fails to obtain them is just "dumb."

The minimum qualifications required apply, of course, to positions in the students' council, basketball teams, and so forth. And finally the students of the collegiate in their sixth year are already "conspicuous by their absence" rather than their presence. There are two left who are paying extra fees according to schedule. So far as secondary education in Lethbridge is concerned, it is now fully realized that henceforth, "TIME WILL BE THE ESSENCE OF THE AGREEMENT."

Chas. Traunweiser,
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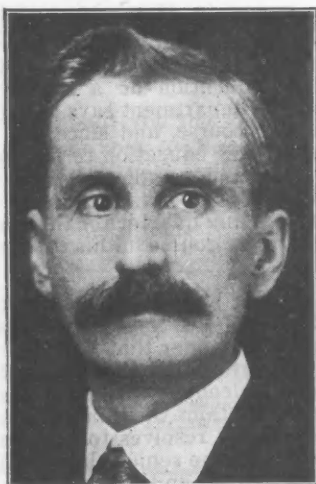
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AU REVOIR, BUT NOT GOODBYE

Contributed by J. A. Davidson, Lethbridge, Alta.

A retrospect embracing forty-two years of educational service in pioneer communities must be rich in memories that would gratify an historian of western affairs. It is such a record of effort, as teacher and inspector, that is to be honored at a special function on Friday, November 6th, when



JOS. MORGAN, B.A.

the friends of Inspector Joseph Morgan meet under the auspices of the Southern Alberta Teachers' Association to assure him of their regard and to wish him a new lease of vigor upon the occasion of his retirement from active connection with the work of the Department of Education.

Lethbridge was the locale, in 1906, of Mr. Morgan's first experience of teaching in Alberta and although he has been transferred, on different occasions, for special work in other districts, this city has always been looked upon by him as his home and headquarters. Indeed the property on which he now resides, a few miles from here, was taken up by him as a homestead in earlier days.

Inspector Morgan is a native of Middlesex County, Ontario, and was born in 1867, the year of Confederation. He began teaching in 1886 as the holder of a third class certificate and, in due course, by teaching and attending University as circumstances demanded, he secured his degree.

His first work in Lethbridge was as teacher of Grades 7 and 8. Next year he joined W. A. Hamilton in the high school where he continued until appointed an inspector of schools in 1910, taking up his duties at Olds. Soon after this he was transferred to Macleod inspectorate and in 1912 he returned to Lethbridge. At this period his inspectorial duties covered a territory extending from Nanton to the boundary and from the Crows Nest to Bow Island. His means of conveyance were the railroad trains and a horse and buggy.

In those years he was frequently caused to be absent from home for weeks at a time and he underwent many of the rigors of "roughing it" such as were typical of prevailing conditions.

In 1919, the position of Organizer of New Canadian Schools was instituted and Mr. Morgan was selected for the appointment, with headquarters at Edmonton. Upon the completion of this special work in foreign districts, he returned to the south as Inspector at Macleod in 1922.

In 1924 he was appointed to the Lethbridge inspectorate where he has continued until the present year.

Contrary to popular impression the amount of time that an Inspector devotes to actual inspection work in his schools forms a surprisingly small proportion of his working day. Executive duties, settling disputes, organization of districts, official trusteeships and the handling of innumerable details and individual requests for his opinion and decision—these constitute a very important phase of every such official's work.

As conditions developed in the territory supervised by Inspector Morgan during the last decade, this administrative division of his work grew to greater and greater importance, due to special local conditions. The Hutterite settlements with their attendant problems, the difficulties connected with drouth areas, the re-organization necessitated by the more intensive settlements springing up in irrigated belts—these constituted a situation not paralleled in other parts of the province.

Inspector Morgan might justly claim to have been the first practical advocate of the two room school's superiority in rural educational equipment. The compact two room district gains the ends of consolidation without the burdensome taxation the larger unit often involves.

One very important clause in the existing *School Act*—that which demands British citizenship as a qualification for school trusteeship—owes its timely enactment, partly to the efforts of Joseph Morgan who was instrumental in pressing the justice of this requirement upon the local M.L.A. at that time, Brig.-Gen. Stewart. The proximity of his inspectorate to the boundary made it further advisable, for various reasons, that Canadian ideals and traditions be kept to the forefront in the schools.

Inspector Morgan's insistence upon the welfare of the child being made the first care of the teacher was well exemplified in his inspection work. He was particularly concerned with two classes of scholars in the school—the backward and the very bright. The former require special attention and the latter should never be repressed.

Outside influences were not permitted to affect his judgment in connection with his inspection and the teacher who felt that the inspector had been ungenerous with his praise had always to admit the sincerity which was incorporated in his report.

The adjustment to conditions of retirement from active ministry in a field of educational service that he made particularly his own, will not be easy at first for one who was so indefatigable in his zeal for educational betterment, but if the wide

approval and recognition of his contribution to education, in this district and in Alberta, brings to him any satisfaction as he takes up the agricultural pursuits that are to be the hobby of his leisure years he should know that he has earned and gained such appreciation in full measure.

TEACHERS' SUPERANNUATION

L. A. WALKER, Lethbridge, Alta.

One of the most important duties of teachers of this province should be to obtain some system of adequate superannuation. Any pension scheme which may be ultimately enacted must necessarily result from the activities of our Alliance together with the co-operation of the Department of Education. Organized teachers in other provinces have consistently urged their respective Departments for action in this connection and have been successful. Saskatchewan has recently enacted a teachers' superannuation act which makes it compulsory for every teacher to contribute. While the act in Saskatchewan may not be perfect, it has given a generous allowance to retiring teachers.

In that province, each teacher must contribute 4 per cent. of his or her salary to the government which in turn supplements it with a like amount. Twenty years continuous service entitles a teacher to a pension at sixty years of age. The retiring age in the case of a woman teacher may be fifty-five if she has thirty-five years of continuous service to her credit. There is no compulsory retiring age. A teacher may be pensioned on account of ill-health or other incapacity after fifteen years' service, ten of which must have been in Saskatchewan. The maximum allowance is \$2,000 and the minimum \$360. In the event any teacher contributes for three years or more, for reasons of death or a discontinuance of service, the money is returned with interest at 4 per cent. with the exception of the first payment.

Apart from the humane features of any system of superannuation, the scheme will certainly tend to stabilize the teaching profession. The conditions of tenure in the teaching body in the western provinces are revealed by the common use of the term "stepping stone" as applied to a teacher's vocation. The higher paid positions are relatively few and the highest paid do not rank in monetary value with any of the other professions. Well-educated, ambitious, intelligent men and women who have qualified as teachers and normally would have remained in the work have left the profession in unprecedented numbers. Scattered through the province are large numbers of qualified teachers, a considerable proportion holding permanent certificates. Many of these are potential competitors for positions and in times of financial depression become a factor in producing a surplus of working teachers. A superannuation act with strict clauses relating to continuity of service would have the tendency to prevent those who have used or use the profession as a stepping-stone from "flooding the market" in times of depression and also would make the teaching profession more stable.

THE SCHOOL FESTIVAL

Contributed through the Lethbridge Local

The School Festival is a new venture in the field of education. It serves as the means of measuring the achievements of communities in music and elocution. In that it is highly cultural and provides entertainment for the centres sponsoring the movement.

The competitions are held exclusively for children of school age, and cover their activities in music, i.e., choruses, action songs, solos, duets, and recitation and dramatization.

Before the organization of School Festivals, such contests had been arranged by community clubs and women's organizations, viz.: W.C.T.U. and I.O.D.E. and others. These bodies, however, reached but very few children in their respective communities because the activities of such organizations were confined to the limits of the towns and cities where they were situated.

In order to serve a larger group of children, a programme in music was included in the School Fair Bulletin of 1925. This was an attempt to establish competitions in music between the schools entered in School Fair centres over the province. Naturally the contests were held in the Fall on the day set for School Fairs in the various centres. They were usually arranged for the afternoon or the evening. The results of this venture were disappointing. Contestants were few, and hardly warranted the efforts of the officials to promote the movement.

The change of teachers in schools at this time of the year did not encourage the number of contestants expected by the officials. This was very noticeable in rural schools. Fairs are usually arranged for the first two weeks of September, and thus little time is allowed for the intensive preparation required for contests of this nature. Coming after the long vacation, such a time was not conducive to the best of results even in schools which had devoted considerable time to preparation during the preceding term.

Then too it was discovered that contestants in music were but of a secondary nature to the major events at School Fairs and were but indifferently organized by the officials in charge with the result that after a few attempts they were discontinued.

In some of the larger towns and cities district festivals for adults have been operating now for a number of years. School officials at these points have been successful in introducing contests for schools. Edmonton, Calgary, and Lethbridge are the major ones. At these centres the festivals cover the larger part of a week and full provision is made for the children residing in these cities, but not often do we find contestants from rural points because there are no classes for competition open to such schools. Further, the officials of these large festivals have never exerted themselves to get in touch with schools outside of the city limits.

Festivals lasting two days are held in the following towns: Peace River, Blairmore, Drumheller, and Taber. In these, the rural schools fare to better advantage because special classes have been arranged on the programme for the one

teacher schools.

In all these festivals, the programme is limited entirely to music, i.e., choral and otherwise. Being an adult festival the children take but a secondary part in the contests. With the establishment of the School Festival, expression has been given to elocution and dramatic art, and the contests are barred to all but school children. With the consent of the Minister of Education one day of the year—usually the school day preceding the 24th of May—has been set apart for School Festivals.

The first festival of this nature held in Alberta was staged in the spring of 1918, by Mr. W. G. Moffatt, F.R.C.M. of Claresholm, and under his direction it functioned successfully for many years. A similar festival was established in Cardston in 1921. In 1925 the school officials at Vegreville started the movement at that point. Then in rapid succession festivals were arranged at the following centres: Mannville, Wainwright, Camrose, Lamont, and Wetaskiwin. Plans have been made to provide these facilities at St. Paul and Vermilion. This indicates that all the territory surrounding Edmonton is served by School Festivals.

It will be noticed, too, that School Festivals are organized for a territorial division covering an Inspectorate and that inspectorate headquarters are the centres chosen for the contests. The committee is composed entirely of school officials, i.e., teachers and trustees.

With the aid of officials of the Department of Education, suitable programmes are planned for each centre as follows:

1. Solos: Grades I and II: III and IV: V and VI: VII and VIII: High School; boys and girls—six classes.
2. Recitations: Six classes as outlined above.
3. Duets: Two classes—Public School, High School.
4. Action Songs: Two classes—town schools—rural schools.
5. Drama: Two classes—town schools—rural schools.
6. Choruses: Three classes—town schools—rural schools—high schools.

From the above it will be seen that every endeavour has been made to serve all types of schools in the hope of discovering and fostering dormant talent.

As this is but a brief outline of the growth of the School Festival movement in Alberta discussion of the organization into committees with the duties of such must be left for a subsequent issue.

However, a brief outline of the day's proceedings may be of interest to those desiring a festival in their district. During the day from 9 a.m. to 6 p.m. elimination contests are held. Four classes of competitions take place at the same time, i.e., singing (1) urban and (2) rural, (3) recitations, (4) dramatization. Naturally four adjudicators are required for the day in order that they may wade through the array of contestants. As a rule about six hundred children are present from the four parts of the inspectorate. Some of them have travelled forty miles or more and it would be an imposition to request them to stay over for another day. The schools entering the various contests have been previously informed of the time and

place for each competition and each child knows where and when to go for his own particular event.

At the conclusion of the tests the names of the prize winners are placed with the secretary who will request them to be present to perform at the evening concert. This is the culmination of the festival. Ministers of the crown or high officials in the civil service are invited to preside at these, so that the prize winners will feel honored at receiving prizes and trophies from them.

The attendance of adults at these festivals is a very encouraging sign. During recent years grown-ups have been thronging to the elimination contests as well as to the evening concert and all centres have experienced difficulty in accommodating the crowds. It is a very healthy sign that in spite of the growth of "canned music" the people of Alberta still take keen delight in marking the progress made by their children in Music and Elocution.

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This Department exists to inform the teachers as to what is being done in Alberta and elsewhere in the field of Educational Research.

Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

The courtesy of Dr. Willis is acknowledged in editing this Department for the September, October, November and December issues. Material for the December issue should be mailed to Dr. Willis by November 20th.

TEACHER CERTIFICATION IN ALBERTA

Dr. C. SANSOM

IN THIS article the attempt is made to estimate the cumulative additions to the permanent teaching force of the province since 1905, and also the cumulative withdrawals from the work of teaching of people to whom permanent teaching certificates had been granted.

The figures are given in the accompanying table. This table is constructed on the assumption that there have been two main streams of permanent teacher supply into the school system of the province, viz.: students who passed through the provincial Normal schools, and teachers from abroad to whom First and Second Class Interim certificates were granted on the strength of professional training received elsewhere. The cumulative totals from year to year of the teachers belonging to these two categories are given in Column 2.

Column 3 shows the number of teachers from other provinces and countries who were granted Third Class certificates in Alberta each year from 1905 to 1930 inclusive. This column is not cumulative since these Third Class certificates were, as a rule, not permanent. For the purpose of this study it is assumed that these certificates held good only for the year in which they were issued. This, of course, is not a true assumption. Many of them held good for quite a number of years. The total number of Third Class teachers reported in the annual statistics of the Department as holding positions at some time during the period was 7,999. The number of Third Class certificates granted to teachers from outside the province was 2,595. The former number is a little more than three times as large as the latter. From this it follows that, after making allowance for the rather limited number of Third Class teachers emerging from the Normal schools, already counted in Column 2, the average teaching career of a Third Class teacher from outside the province was probably not far short of three years. In any case the error involved in assuming that Third Class teachers from outside points taught for only one year or less is on the side of conservatism. The longer they taught, on an average, the larger the number of fully certificated teachers who must have withdrawn from teaching to make way for them.

In column 4 will be found the number of "permits" granted from year to year. This column is also non-cumulative since these permits did not carry over from year to year. They did not even carry over from term to term and from this it follows that the number of different permit teachers

engaged in any year was not as large, in most cases, as the number of permits granted in that year. The same teacher sometimes secured two or even more permits in the course of one year. Hence the numbers in Column 4 are somewhat larger than they ought to be, just as the numbers in Column 3 are somewhat smaller than they ought to be. The two errors would tend to cancel one another.

In Column 5 appear the cumulative totals of the teacher supply from year to year. The total for any year is made up of the cumulative total of the permanently certificated teachers up to and including that year, with the addition of the Third Class teachers and the Permit teachers admitted during the year.

Column 6 shows the number of class-rooms in operation. It might be thought that in this column it would have been better to use the number of teachers engaged than the number of rooms, inasmuch as the former is always larger than the latter and it is the question of teachers we are considering. But it must be remembered that one of the main reasons why the number of different teachers engaged in any year is larger than the number of rooms in operation is the withdrawal of teachers from the work of teaching. This is one of the things we are here investigating.

Column 7 shows the cumulative estimated withdrawals from year to year. The argument is as follows: When the province came into being on September 1st, 1905, there were 532 certificated teachers within the area. During the last four months of that year 134 additional Interim certificates were granted to teachers from other parts, and 41 permits were issued. This makes a total of 707. But there were only 628 rooms in operation. Hence there must have been approximately 79 certificated teachers who, for one reason or another, withdrew from teaching either during that period or at some earlier time.

At the beginning of 1906 there were approximately 666 individuals somewhere who were the holders of permanent Alberta certificates. In the course of the year 376 Interim certificates were issued to teachers from outside the province, and the new Normal School in Calgary graduated 102. This gives a total of 1144. In addition to this 87 permits were issued during the year. There were, however, only 760 rooms in operation in that year. It follows from this that in the face of a relatively large surplus of certificated teachers in the province in 1906, it was found necessary, on account of a "scarcity of teachers" to issue 87 permits to keep the schools in operation. The withdrawals now amount to 471.

It might be objected that a certain number of the new certificates issued in any year were issued too late in the year to enable the holders to take schools in that year. This is no doubt true but it would be very difficult to make allowance for this factor, and even if due allowance could be made for it, the cases involved in any year would merely be pushed forward to increase the totals for the next succeeding year, and the general run of the statistics would not be materially affected thereby.

To take one more case consider the year 1918. In the fourteen years up to and including 1918 about 7,631 permanent certificates had been issued in Alberta. During the year 247 Third Class certificates were issued to teachers from outside the province (there were, in fact, 659 Third Class teachers teaching in Alberta in 1918), and the number of permits issued was 1,023. This makes a gross total of at least 8,901 teachers to take care of the 3,933 class-rooms that operated during the year. There were, therefore, 4,968 permanent Alberta certificate-holders somewhere in the world, less removals by death, who were not teaching in Alberta. A number of them were at the front in 1918, and a lamentably large number had gone there never to return. It is of special interest to note that in 1919 when the soldier-teachers returned, there was a slight decrease in the "withdrew" total—the only instance of a decrease that occurred in the whole period. In 1919 there was an increase over 1918 of 195 in the number of rooms in operation, with an increase of only 48 in the total teacher supply. This means that in that year about 147 rooms were taken care of by teachers returning to the work rather than by the issuance of new certificates. This accounts, in part, for the great decrease in the number of permits granted in 1919 as compared with 1918.

It will be seen from the table (Column 2) that up to June of the present year approximately 18,200 permanent teaching certificates had been issued in Alberta. In order to determine the total potential teacher supply at present it would be necessary to subtract from this total those who have removed from the profession by death, retirement, and permanent removal from the province. The others are all here—or likely to return to the province any time the foothills look green, like the celebrated ruminants of Little Bo-Peep, "bringing their tails behind them"—lawyers, doctors, ministers, librarians, nurses, stenographers, music-teachers, business men, farmers, farmers'

wives, etc., who, along with the teachers themselves, employed and unemployed, constitute, even after generous allowance is made for the removals referred to above, a permanent reservoir of certificated teachers enormously in excess of the number of rooms to be supplied (5,558 for the school year 1929-30). The significance of this for the progress of education, and especially of rural education, in this province in future years it would be difficult to appraise. It probably constitutes one of the greatest single handicaps that will have to be overcome.

Table Showing Cumulative Additions to the Teaching Force of Alberta Since 1905, and Also Cumulative Withdrawals
(See Text for Explanation)

| Year | Normal Sc. Enrolment & Inter-ims Issued to Teachers Trained Elsewhere (Cumulative) | Third Class Certificates Issued to Teachers Trained Elsewhere | Permits | Total (Cumulative) | Rooms in Operation | Withdrew (Cumulative) |
|------|--|---|---------|--------------------|--------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1905 | 666 | 0 | 41 | 707 | 628 | 79 |
| 1906 | 1144 | 0 | 87 | 1231 | 760 | 471 |
| 1907 | 1427 | 0 | 162 | 1589 | 945 | 644 |
| 1908 | 1768 | 0 | 301 | 2069 | 1135 | 934 |
| 1909 | 2031 | 81 | 400 | 2611 | 1323 | 1288 |
| 1910 | 2586 | 176 | 366 | 3128 | 1610 | 1518 |
| 1911 | 3227 | 194 | 281 | 3702 | 1902 | 1800 |
| 1912 | 3947 | 159 | 421 | 4527 | 2229 | 2298 |
| 1913 | 4534 | 184 | 548 | 5266 | 2511 | 2755 |
| 1914 | 5099 | 194 | 663 | 5956 | 2898 | 3058 |
| 1915 | 5880 | 141 | 329 | 6350 | 3082 | 3268 |
| 1916 | 6476 | 114 | 577 | 7167 | 3143 | 4024 |
| 1917 | 6964 | 187 | 915 | 8066 | 3497 | 4569 |
| 1918 | 7631 | 247 | 1023 | 8901 | 3933 | 4968 |
| 1919 | 8154 | 245 | 550 | 8949 | 4128 | 4821 |
| 1920 | 8771 | 251 | 706 | 9728 | 4289 | 5439 |
| 1921 | 9344 | 189 | 778 | 10311 | | |
| 1922 | 10018 | 139 | 471 | 10628 | 4485 | 6143 |
| 1923 | 11113 | 33 | 191 | 11337 | 4729 | 6608 |
| 1924 | 11968 | 26 | 193 | 12187 | 4742 | 7445 |
| 1925 | 12787 | 13 | 45 | 12845 | 4759 | 8086 |
| 1926 | 13722 | 11 | 38 | 13771 | 4803 | 8968 |
| 1927 | 14558 | 1 | 16 | 14575 | 4977 | 9598 |
| 1928 | 15374 | 1 | 9 | 15384 | 5148 | 10236 |
| 1929 | 16303 | 6 | 5 | 16314 | 5345 | 10969 |
| 1930 | 17218 | 5 | 1 | 17224 | 5558 | 11666 |
| 1931 | 18201 | | | | | |

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"WHAT IS WRONG WITH THE NORMAL SCHOOLS?"

A Reply to Dr. Sansom by an Alberta School Inspector

Under the above heading an article appeared in a recent issue of *the A.T.A. Magazine*. In view of the fact that teachers, the finished product of the Normal Schools, had to be periodically supervised and inspected, the writer raised the question as to whether those institutions could be regarded as adequately fulfilling their intended functions. It is not our intention, at present at least, to answer that question; but rather to deal with the reply to it by Dr. C. Sansom in the October issue of the *Magazine*.

As Dr. Sansom is an instructor in one of our Provincial Normal Schools, we read his reply on the natural assumption that he would be able to throw some light on what, if anything, was actually wrong with the Normal Schools. Needless to say we were disappointed. Instead of dealing with our normal schools or of showing the necessity of having teachers supervised and inspected we find him not only ignoring the *our* aspect of the question, but denying in its entirety the supervisory functions of a school inspector. He goes off on a gallop after the word "inspection," and after having corralled it, lassoed it, and subdued it, he sits down breathlessly to build up out of the superabundance of his own imagination a very elaborate, somewhat amusing, and altogether fantastic theory of the functions of school inspection.

To clear the ground for his theory he defines education. There are a considerable number of well known definitions of education: among them the famous one by Milton, the far-reaching one by Matthew Arnold, the brilliant one by Huxley, and the crowning one by Sir Michael Sadler. All of these, however, are brushed aside as of no import, and the Doctor proceeds to give us a definition of his own. Without permitting ourselves to be blinded in the slightest degree by his "state controlled" and "state appointed" smoke-screens, we find him telling us, with all the assurance of finality that education is for protection, and that it is the function of the inspector to see that it protects. To protect what? The state. Against what? Against disintegrating tendencies, and the heterodoxy of teachers. The teacher, not education, is a sort of adjunct to the army and navy. A somewhat dangerous adjunct, it is true, as she has to be watched. She might let loose some heterodox ideas among her young hopefuls; her politics might not be altogether *right*; and there might be concealed within her economics a few "disintegrating tendencies." So the state has to keep a weather-eye on her for its own protection and has appointed inspectors to do the job.

But what, by the way, are disintegrating tendencies? If we remember correctly, Galileo was imprisoned, Socrates was poisoned, the Gracchi were murdered, and Jesus Christ was crucified for promulgating disintegrating tendencies. And these are but a few of the many who for their faith, and because their views ran counter to state accepted orthodoxy, were forced to undergo suffering, imprisonment, or death. That the world

discovered later that there was much more constructive than destructive in these tendencies, and that they proved to be of immense benefit in forwarding the onward march of mankind, does not alter the fact that in their own day and age they were considered to be wholly and diabolically destructive, and disintegrating. To such an extent is this true that the state exercised all the ingenuity and license at its command to banish them forever from the face of the earth. Take any state without exception and read its history; as we turn back over the dark pages of its past and see the narrow, orthodox, protectionist theories of the times throwing their shadows like gigantic blights athwart the path of progress, we must indeed be dense if, after two thousand years of blundering we have not, as a state, yet learned to soft-pedal on so-called disintegrating tendencies.

But coming more directly to the subject of inspection, we concede that inspection in its general application does imply protection. Mines are inspected that the workmen may be protected from exposure to undue hazards. Buildings are inspected that their occupants, and others, may be protected from the consequences of faulty construction. Back yards are inspected to insure their being kept in a sanitary condition, and for the protection of public health. And so, by natural inference, especially in the minds of those who are not afflicted with "inadequate notions" on the subject, schools are inspected for protection. We are told in no uncertain language that teachers are inspected, not to improve their teaching technique at all, but to protect the state against their heterodoxy, ignorance, false doctrines, etc.

We are told, moreover, that an inspector of schools does not even need to be a class-room man at all. Our impression on reading this was that he did not even need to have much brains, certainly not much learning, and that an intelligence quite below mediocrity would suffice. But he must have a keen sense of smell and good eyesight. A sensitive nose is necessary for smelling out heterodoxy, and sharp eyes for seeing that the *right* kind of ideas are being presented to the young. He has, in addition, a few minor duties to perform. He must assure himself that the course of studies, the Regulations of the Department, and the School Law are being observed. All of which, by the way, would occupy him about two or three minutes, leaving him plenty of time to nose around and ferret out heterodoxy. He is in fact a sort of inquisitor general, specially appointed by the state to safeguard the orthodoxy of his time, and to preserve the *status quo*.

Amid the clash and counter clash of views on such momentous issues as politics, religion, sociology, and economics he is to have no misgivings. Since he is charged with the responsibility of seeing that the instruction imparted to the young in these subjects is *right*, he must be endowed with sufficient conceit in his own conception of what is *right*, in regard to all of these subjects, to enable him to put his conception of right over. In his own opinion he must be absolutely, immutably, irrevocably, and infallibly *right*. Nothing less will do. Any shuffling or wabbling here would rock and wreck the scaffolding of his pretensions and leave him a discomfited object of scorn and contempt amid its ruins. But as other people never have

been able in all great issues to see the right from any one man's point of view, it will be necessary for him to exercise a great deal of arbitrary coercion to bring his teachers into line. Having finally squelched their heterodoxy, and having subjugated even the most refractory and insubordinate among them, his next business is to see that they stand where he has them. In the words of Sir Colin Campbell to his Highlanders at Balaclava we can hear him thundering out his commands: "Comrades, there is no retreat from here; we die where we stand." A necessary attitude no doubt for a military officer; and, in the opinion of some, equally necessary in a school inspector.

We have a somewhat uneasy feeling, however, about that word "die." Whatever we may think about it in its application to soldiers we are not altogether sure that it would be wholly beneficial to the state to have its teachers "die where they stand." Somehow we cannot help feeling that the state might die with them, and we find others equally apprehensive. "Have you a share," says Buchholz, "in the unyielding despotism which curtails the teachers' freedom of speech and action? . . . Such despotism makes for expressionless citizenship, which, if it ever becomes general, will transform a great people into a tribe of spineless puppets."

Most assuredly it will. If the theory that has been propounded in regard to education for protection, with all that it implies, be true, then, in order that prospective teachers may be forewarned, we would suggest that there be placed over the entrance to every Normal School the inscription which Dante saw over the gates of hell: "Leave hope behind all ye who enter here." With state controlled education, and with state appointed officials, deifying protection as the be-all and end-all of the system, with its teachers throttled and enthralled, obsequious before the arrogance of the state, and docily submissive to every infringement upon their intellectual independence, what more, under such a flagitious system of oppression, could be necessary to complete their abject prostration, and with that, the ultimate downfall of the state itself?

Happily we have not yet reached that stage; teachers are teaching, inspectors are inspecting, and the state still stands. None of them had concerned themselves over-much about protection, and still less about the gruesome specter of heterodoxy. It would therefore be quite interesting to know what effect the Doctor's disclosures have had upon some of their minds. How, for instance, will the social organism react to the implication that teachers, like a pack of wolves with a three months' hunger gnawing at their vitals, are ready at any moment to spring upon it and tear its cherished institutions limb from limb? Will it blame the Normal Schools that have trained and unleashed these dangerous creatures to prowl about and prey upon it? Or will it demand the heads of the state officials that have made so little progress thus far in subjecting the teachers to their will and safeguarding it from their depredations? And what of the teachers themselves? How do they like, whether true or untrue, the allegations that have been made concerning them? Above all what do they propose to do

about the revelation that from the state capital there spreads out a gigantic system of spydom, designed to catch the unwary in its web? Will they check up immediately on their heterodoxy, curtail their thinking to conform to orthodox requirements, and henceforth walk the straight and narrow way? And what of the inspectors—the spies? How do they take to having themselves portrayed before the eyes of their teachers in pigments of such sinister hue?

No need to worry: we will now make a disclosure ourselves. We picked up the Doctor's theory while it was quite hot, soared in the air with it like a buzzard to sniff it over and to give it time to cool off; now we will descend to earth, wobble around there with it for awhile, cool it a little more with a few plain facts; and, concluding that we cannot stomach it ourselves, we will then give it to the cat.

All that the Doctor and I have said exists in imagination and no where else. In actual practice everything is entirely different. An inspector spends on an average one hundred and eighty minutes in each school on the occasion of each inspection. We are not far out if we earmark five of those minutes for inspection, and one hundred and seventy-five for supervision. An inspector does evaluate instruction; and, if defective, does actually endeavor to improve its technique—the Doctor to the contrary notwithstanding. The inside page of an inspector's report book contains an outline for his guidance. A cursory glance at that outline will readily convince even the most skeptical that supervision rather than inspection was the dominant idea in the minds of those who compiled it. It was compiled by the Chief Inspector, together with the co-operation, endorsement, and approval of the various inspectors in the province. We are dealing now with what is done in this province. We are not generalizing; nor are we dealing with what is done in Honolulu, Timbuktu, or anywhere else. We said a moment ago we had come down to earth: the name of that earth is Alberta. Inspection in Alberta is about ninety-five per cent. supervision, and about five per cent. inspection proper. Recognizing this and in order to bring terminology into harmony with practice, the Minister in the so-called "Baker Bill," eliminated the words "inspector" and "inspection" altogether, and substituted therefor the words "supervisor" and "supervision." It must be somewhat disconcerting for one who has built up an elaborate theory around the word "inspection" to find inspection so lightly regarded by his colleagues; and to find supervision bulking so largely among their "inadequate notions."

Inspectors in this province are not greatly concerned about heterodoxy among teachers. Most of them have never seen the animal at all, and few would recognize it even if they did.

In an Alberta magazine, circulating largely among Alberta teachers, a plain question is asked, namely, "What is wrong with *our* Normal Schools that teachers should thereafter have to be *supervised* and *inspected*?" What is the point in side-stepping *our* and *supervised*, seizing upon and belaboring inspection, and then venting forth an illusory dissertation on something that has no tangible existence so far as the teachers of this prov-

ince are concerned. The very word "inspection" itself, although it escaped death by a narrow margin a few years ago, is, with the protectionist progeny it has engendered, destined at no distant date to find a last resting place upon the scrap heap. It was just a bit unfortunate that the learned Doctor tripped up on that little word; and still more unfortunate that he proceeded to build upon it his colossal claim that teachers must be inspected to protect the state against their herodoxy.

* * *

A Reply to Dr. Sansom

By E. E. Hyde, Principal Eastwood High School,
Edmonton, Alta.

Dr. Sansom in his article on Normal Schools and inspectors states that the inspectors' function is to protect the public against ignorance, and against any propaganda to which society may object. No teacher would challenge the worth of these purposes, but the present method of achieving them does seem to leave something to be desired. The plastic quality of the youthful mind, upon which Dr. Sansom rightly insists, makes it imperative that the qualities of mind and character which society wishes to develop in its citizens should be present in the school room in the person of the teacher. In other words, in place of the negative check upon undesirable traits and qualities in our system, which the present emphasis on inspection does something to provide, there should be made a steady and consecutive attempt to develop a teaching personnel possessing such positive virtues of mind and character as would make preventive measures largely unnecessary. This can best be done in the professional training school—the Normal School. It certainly cannot be inspected into a state system.

Admittedly this conception of the function of a Normal School places upon it a burden heavier than it could bear under present conditions. These conditions are, however, not incapable of adjustment. Two years or even three of professional training is the rule in some parts of the world, and a change in this direction would seem to be about due in Alberta.

Dr. Sansom's article suggests that the guarantee of professional character which medical and legal diplomas convey to their holders is less reliable than the guarantee of good work given by school inspectors to the teachers whose work they endorse. As a matter of opinion I humbly beg to differ. My judgment is that it is safer to trust well-trained and dependable people to do good work than to try by checks and inspections to secure dependable work from a semi-trained personnel. In this day of statistics and records on all sorts of subjects, one hesitates to hazard an opinion without some sort of mathematical calculation to support it. May I say, however, just as a statement of my own idea, that the more carefully trained the teacher, the less need there is for inspection. And conversely, where little professional training is given, a great deal of inspection and supervision is desirable.

Some years ago there was a considerable urge to teach the economic beliefs that lie back of the co-operative movement, as a part of regular school courses. The effort failed, not because of official opposition, but because the teachers through the

Alliance, objected to such teaching as being propaganda. Many of our members sympathize heartily with the co-operative movement, and outside of school hours, use such influence and energy as they may have in helping it forward; but in the class-room we considered it a breach of our professional trust to allow any propaganda, even though such propaganda might be quite acceptable to the government of the day. Dr. Sansom probably had in mind racial or religious propaganda as well as economic, but it seems to me that if our teachers were carefully selected and thoroughly trained in the ethics and technique of their profession, they could then be trusted to do as individuals what in a special case the teaching body as a whole has already done in one notable instance.

Years ago it used to be the custom in some Ontario districts, to encourage the local teacher to visit a neighbouring school during school hours. The idea of the trustees seemed to be that a visit by their teacher to another school would improve his work in his own classes. They assumed that the effect of seeing another person dealing with school problems like his own, would be to stimulate and inform the local pedagogue sufficiently to make up for the hour or two taken from the regular routine of his work. Inspectors in their visits often took the teacher of one school along with them to visit the next school on their route. Such a method of exchanging ideas is almost unheard of in this province, but it might be worth while to try it out particularly in our rural school districts. Such a practice assumes good will and intelligence on the part of teachers, and this assumption ought to be generally true. If it is not true, our education is indeed in a hopeless case.

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TABLE OF CONTENTS

| | Page |
|--|------|
| Post Graduate Opportunity for the Ordinary Teacher—Gladstone Virtue..... | 1 |
| The End of Education—Rev. J. W. Melvin..... | 2 |
| Time—The Essence of the Agreement—A. J. Watson..... | 3 |
| Au Revoir, But Not Goodbye (Jos. Morgan)..... | 6 |
| Teachers' Superannuation—L. A. Walker..... | 7 |
| The School Festival..... | 7 |
| Educational Research Department..... | 9 |
| What is Wrong With the Normal Schools—A Reply..... | 11 |
| Editorial..... | 14 |
| The World Outside..... | 17 |
| Local News..... | 19 |
| Your Local Alliance Meeting..... | 20 |
| Our Teachers' Helps Department..... | 23 |
| Trustees' Section..... | 29 |

Editorial

THOU SHALT NOT!

TEACHERS will have noted with the same degree of interest that the ukase has gone forth from the Minister of Education to the effect that no teachers' conventions shall be held this fall.

It is presumed that before sending forth the decree, the Minister assured himself that he had the authority vested in himself so to rule; but unless there are other provisions than Section 169, in the *School Act* relating to the organization of associations, we fail to perceive on what grounds any authority could be invoked. Section 169 of the *School Act* reads as follows:

"Any number of teachers may organize themselves into an association and, subject to the regulations of the Department, may hold conventions and institutes for the purpose of receiving instruction in and discussing educational matters."

In the general Regulations of the Department of Education, 1931, the following are the only regulations we can find relating to Teachers' Conventions:

"TEACHERS' CONVENTIONS"

- "27. Upon receiving the approval of the Minister the officers of any teachers' association may arrange for a Convention the object of which shall be to promote the teaching efficiency of its members.
- "28. The Inspector shall be *ex-officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the convention.
- "29. Every such convention shall be subject to the following regulations:
- (1) The convention shall be held on such days as are approved by the Minister of Education.
 - (2) The officials of each association shall transmit to the Minister at least 10 days before the dates approved for the meeting, a copy of the programme proposed for the meeting of the association.
 - (3) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting.
 - (4) Each teacher attending the convention shall on the opening day, enroll with the secretary, who shall issue to the teacher a certificate on the form prescribed by the Department. This certificate shall be countersigned by the teacher and transmitted to the Department with the Term Return of the district.
- "30. Every teacher who desires to attend any teachers' convention held under these regulations in the inspectorial division in which his school is located, shall have the right to do so. Should the certificate of attendance received by the Department show that the teacher has been present at any such convention, such teacher shall be entitled to salary and the board of his school district shall be entitled to grant for the days the teacher is necessarily absent from his school in order to attend such convention."

* * * * *

THE FUNDAMENTAL principle of the provision of the Act and Regulations does not seem to stress the "right" of the Minister to cancel conventions: the point that seems to be most stressed is the "right" of teachers to organize associations and hold conventions; provided that such conventions, in the opinion of the Depart-

ment, are held "for the purpose of receiving instruction in and discussing educational matters." The regulations of the Department are merely interpretive of the Act; therefore any regulation which is not consistent is not interpretive and encroaches upon the principle of *ultra vires*. Regulations 27, 28, 29, and 30 are inserted obviously for the purpose of providing gauges for measuring whether or not any particular proposed convention can be accepted as fulfilling the purposes outlined in the Act.

Regulation 28 provides that the official representative of the Department, the Inspector, shall be *ex-officio* a member of the Executive of the Convention. This presumably assures the Department that:

- (a) The teachers present shall receive instruction in methodology, school management, etc.
- (b) The convention area shall be delimited—e.g. an inspectorate.
- (c) Educational matters alone should be dealt with during the sessions of the convention.

Regulation 29

- (1) Gives the Minister some leeway as to dates.

This is a wise provision for conventions being under the purview of the Department, and there being a natural desire to use specialists of the Department—Supervisor of Schools, Chief Inspector, High School Inspectors, Instructors of the Normal Schools, etc.—a determination of dates will obviously enable the Department to locate their specialists to best advantage and with a minimum of expense and so accommodate the greatest possible number of conventions.

- (2) Gives the Department a "check up" on their own Inspectors and Convention Executives, ensuring: (a) that the programme receives the final "O.K." of the Minister as being held on a most convenient date for the Departmental Staff; (b) that the convention programme is calculated to fulfil the provision of the Act—held "for the purpose of receiving instruction in and discussing educational matters."

- (3) Ensures that every available teacher is enabled to exercise his "right" to attend the convention.

- (4) Is obviously intended primarily to give the school board *prima facie* evidence that the teacher was not surreptitiously "sneaking" a holiday, under the alibi "attending teachers' convention."

* * * *

IT IS submitted that the Minister under the *School Act* is granted no power to refuse his approval except on the grounds that in his opinion the convention programme is not in conformity with the intentions of the Act, that it is not fulfilling the requirement of "receiving instruction in and dis-

cussing educational matters." Furthermore we contend that the intention and interpretation of the *School Act* (Section 169) can not be construed as giving the Minister the power to *abolish all* conventions.

"No conventions shall be held this fall" may be thoroughly in line with the pontifical atmosphere which has prevailed in the Department for a number of years, but it certainly is not in conformity with sound constitutional interpretation of discretionary powers conferred by statute. Of course it might be suggested that no teachers' fall conventions ever met completely within the four corners of the Act: that is to say, none held in the past were fundamentally "for the purpose of receiving instruction in and discussing educational matters" and that, therefore, the public would be receiving better value from the teachers' services by their remaining in school to teach. Even were there grounds for this argument, it would not affect the situation as far as a correct interpretation of the statute is concerned; for it is our conviction that an amendment to the *School Act* would be necessary before the Minister could properly give a blanket ruling cancelling all conventions; moreover we submit that the action that has been taken has the effect of saying to teachers: "I order that you shall not exercise your privilege under the Statute to organize yourselves into associations under the supervision of my officers for the purpose of receiving instruction in and discussing educational matters."

* * * *

IT MAY be that the Minister felt that the serious economic situation demanded extraordinary action on his part; that he was working in the interests of economy. Granted however that the Department pays the grant to the School Board and that the School Board is obligated to pay the salary of the teacher while attending the convention—where is the saving? Will not the government grant and the teacher's salary have to be paid just the same if the teacher is teaching? One would think that it is the Department who finances the conventions. We have yet to learn of a single case where the Department has paid for the printing of programmes, the rent of the convention meeting room or the expenses and fees of speakers.

No, it's the teachers themselves who do the paying: they pay a convention fee and in addition all hotel, board and travelling expenses.

As far as we can see it will hurt financially the hotels and restaurants in the centres where conventions are usually held.

But we fail to see why there should be any obstacles, even during the present difficult period placed in the path of teachers meeting in groups to receive in-

struction in educational subjects even though, afterwards, they have a friendly chat, a banquet, or "swap yarns."

Not a few school boards, we wager, would not object one iota to the conventions being held this year for the best of them appreciate that a break in the humdrum existence of the isolated teacher is all to the good.

This idea that it costs school boards and Department money to hold conventions should be knocked flat on the head. A teacher who teaches a school for a year should be entitled to receive his full cheque every month irrespective of whether or not he attended a convention. Of course, if a convention be held and he can conveniently attend, his professional interest should necessitate his presence there.

* * *

THE ONE outstanding feature of the recent order re conventions is that, once again we have an example of thoughtless disregard of teachers' rights and it drives home the fact that teachers have been fooling themselves for years into believing that they have any rights as individuals or as organizations, which rights they are free to exercise without running the risk of becoming antagonistic to the Department, if not intransigent or insubordinate. These annual meetings evidently are not regarded officially as teachers' conventions at all but as Departmental assemblies which teachers may be permitted to attend in the capacity of "Yes men."

We might suggest, however, that teachers undoubtedly would have shown no resentment but adopted a co-operative attitude had the Minister circularized the convention executives suggesting

that this particular year, owing to certain exigencies, he would recommend them to forego meeting at all. For instance it might have led them to believe that the Minister had some regard for their dignity as individuals and as organizations.

TEACHERS, ATTENTION!

The twentieth session of the Alberta Summer School for Teachers will open July 4th, 1932. All courses which have proved popular in other years will be offered and several new ones, including review courses in all the subjects of Grade XII. It is not too early to plan for Summer work now. Much preliminary reading of great value can be done during the winter months. Teachers are invited to write for information concerning any courses in which they may be interested. Address, Director, Summer Session, Department of Education, Edmonton. A complete announcement will be available early in the new year.

L'AVENIR

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Prof. Henri de Savoye
of the University of Alberta
Editor

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TEACHERS OF FRENCH, ATTENTION!

The Extension Department of the University of Alberta is planning to broadcast from CKUA an experimental course in French pronunciation beginning in January and lasting for three months. The lessons will be given by Professor H. Allard of the Department of Modern Languages on Mondays and Fridays.

1. Would such a course interest you?.....
2. How many of your pupils would be willing to meet after school hours?.....
3. Could you meet in some house where there is a good radio set available?.....
(True reproduction is most important).

Kindly fill in the Questionnaire above and return immediately to the General Secretary-Treasurer, Alberta Teachers' Alliance, Imperial Bank Building, Edmonton.

4. Would you be willing to make a regular report on the broadcast lesson?.....
5. What time between 5:00 p.m. and 7:00 p.m. would suit you best?.....

NAME

ADDRESS

The World Outside

Current Events' Committee

MISS ANNIE CAMPBELL

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

Concerning the situation now confronting Britain, warnings are being given by responsible newspapers and public men that any government which attempts a solution of Britain's problems on a purely national basis is doomed to failure. It is being pointed out that our civilization has become so complex, and the financial and industrial affairs of nations so bound up one with another that only by international agreement and action can there be any hope of overcoming our present ills, and avoiding chaos. "If this disorder continues," said a noted statistician recently, "it will provoke a loss of life greater than the Black Death." Another well-known student of economics in commenting on that statement says that such a result could come about only if the world refused to take the necessary remedial measures, that is, that only a high degree of folly could make it possible. And he adds the significant question, "But can we rule out the possibility of a high degree of folly where international politics are concerned?"

Different suggestions for helping matters are being put forward in all quarters, and these naturally vary according to the political beliefs of those offering the suggestions. Mr. J. L. Garvin, for example, says: "In our deep conviction, the timely adoption of a national tariff with preference provisions for the utmost practicable extension of Empire trade is Britain's sure and splendid chance, but her last." Another believer in tariffs puts it that at last Britain has put off the international fetters and is now "free to pursue a truly national policy with no consideration save that of our own interest."

But the great Free Trade paper, the *Manchester Guardian*, has a different point of view. It says that the case for tariffs is particularly weak just now "because one of the most urgent problems before this or the next British Government will be the reopening of the channels of international trade which have been blocked partly by tariffs and partly by the abuse of their powers by the chief creditor nations." And the *Guardian's* London correspondent says that the election is to be run on the Tariff Reform issue and that the Protectionists are eager to get on with it before the public asks questions about why the American high tariffs have only brought America to disaster and why France is now showing all the signs of distress despite her high protection; adding "Certainly it is a very difficult time for the Protectionist doctors to prove the virtue of their medicine when all their own patients are sick."

* * *

The twelfth Assembly of the League of Nations was less interesting and perhaps less important than previous Assemblies, because of the more important events that were taking place in the great capitals of the world. Signor Grandi's proposal on behalf of Italy for an armament's truce was the most important business before the Assembly, but

it failed because of France's opposition. A world which is spending eight hundred million pounds a year on armaments might well have listened to an appeal for a truce. There is still a chance at the Disarmament Conference in February. If conditions throughout the world continue to grow worse, France may be in a more reasonable frame of mind by February, and so may those American naval people who are now bitterly opposing President Hoover's plan to build only five of the eleven destroyers authorized by Congress.

* * *

Representatives of coal owners from the principal coal-producing countries in Europe met in London at the end of September to confer with each other on the question of the economic position of the coal industry. There were representatives from Great Britain, France, Holland, Belgium, Germany, Poland and Czecho-Slovakia. A summary of the discussions was prepared for circulation in the countries mentioned, and it is expected that another conference will be held later, at which it will be possible to make some arrangement as to markets, production and prices. If agreement can be reached on these questions, it should prove of great benefit to the coal industry and to miners at present unemployed.

* * *

Dr. Wang, the Chinese Foreign Minister, was recently attacked and beaten in his office in Nanking by a gang of Chinese students who were enraged by his pacifist attitude in face of the Japanese advance in Manchuria. Commenting on the incident, a reviewer says: "... the East seems to absorb most readily not the best but the worst side of that Western culture which it adopts, taking over a Nationalism which the West is haltingly beginning to recognize as an anti-social savagery."

* * *

The delegates to the Indian Round Table Conference were welcomed by the Prime Minister at the opening meeting at which he presided. In the course of his speech he stated that the whole question of minorities, which had proved so difficult a matter at the previous conference, must be settled by the Indian delegates themselves. Replying to the Prime Minister's appeal to them to do their best to reach a settlement, the Aga Khan, leader of the Moslems, said that he and Mr. Ghandhi and others were meeting to discuss the situation.

The German paper "Simplicissimus" published a cartoon of the Conference, in which it represented Mr. Ghandhi sitting cross-legged, in loin-cloth and spectacles, on the Conference table placidly spinning; while in the chairs around the table sat a number of very dignified and British-looking lions watching him. "Ghandhi in the Lions' Den" was the title of the cartoon.

At the recent meeting of the British Association, Professor Sir J. Arthur Thomson gave an address on "Biology in the Service of Man," in the course of which he pointed out that it is to biological analysis that we owe, for example, "marquis wheat, the diffusion of leguminous plants to make poor soil rich, the wiser reaping of the sea's harvest, the rearing of hens that lay two hundred or more eggs in a year" and many other means of adding to the wealth of the world. Biology's contributions to health are no less notable than those to wealth, much of the advance in medical science being due to the biological understanding of the life history of parasites and their carriers. "When the advice of biology is widely asked and widely taken, a new era will have dawned for mankind."

* * * *

CHINA LOOKS TO THE LEAGUE OF NATIONS

The childhood of the Chinese Republic is beset with difficulties of an almost overwhelming nature. It is struggling through deep waters to maintain its existence and national inheritance of territory and culture. The new national spirit which is asserting itself is the fruit of its contact with the energetic, aggressive world of the West, plus a pride in the glories of its ancient past. The youthful government, seeing its people in the grip of disease, stretches out to the helping hand of the League of Nations for guidance in forming health schemes on a national scale, and the League's services are gladly and effectively given. Then came the floods with their devastation of vast areas in the heart of the empire bringing famine and death to millions of her people. The outside world is sympathetic and help is sent, but the needs are for too great to be overtaken.

Now to internal conflict, to the catastrophic effect of nature's forces is added the threat of external conflict with an ambitious neighbor. Japan needs an outlet for her population. Manchuria, rich in natural resources lies at her door. She sees stretches of land she would fain occupy. Already she has "interests" established there. The impulse is strong to extend them. China fears the integrity of her holdings threatened. China and also Japan are members of the League. Both are bound by the League covenant to avoid war. Both are signatories of the Kellogg Pact for the outlawry of war. Once again China makes appeal to the League. U.S.A. as a signatory of the Pact is also concerned. So the League with U.S.A. as an ally is at the time of writing, October 18th, engaged on this difficult international problem. It is a time of testing not only for the rival claimants to Manchuria's wealth, but also of the strength of the League as a supernational influence. In popular parlance we say, "More power to her elbow!"

* * * *

Though today sees China almost swamped in this seething of chaotic conditions, Chinese citizens have not lost their ancient vitality. A Chinese inventor of Tientsin, last March, laid his world calendar scheme before the committee of the League of Nations for their consideration. Mr. Hsue's is one of the two selected from the two

hundred submitted. His plan provides for a 13 month calendar, each of 28 days with an extra day at the end of each year and two extra at the end of leap year. The first day of each week and the first day of each month falls on Monday.

Mrs. Hsue has constructed a clock from scrap iron, which registers not only the time but the date of week and of month in both Roman and lunar calendars.

* * * *

The initial step for the conservation of the wealth of the seas has just been taken by the League of Nations. It is a treaty for the protection of whales. The treaty totally prohibits the taking or killing of right whales. As to finbacks, those commercially valuable may be taken—those of less value must be left to carry on the stock. The treaty shows consideration for the native tribes. No restrictions are placed on the capture of whales by tribes living along coasts who catch whales in primitive fashion, who carry no fire arms, use only canoes or native craft, and catch for their own consumption. But in any case, no baby whales or mothers with little ones are to be captured. The treaty also stipulates that every part of the carcass where possible must be used. Before the treaty becomes effective it must be ratified by eight countries which must include Norway and Great Britain, whose combined takings make up 80 per cent. of the whole. This makes one more step forward in the march of international co-operation.

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Local News

SMOKY LAKE

On September 3rd last, the teachers of the Smoky Lake district met in the school house at Smoky Lake and organized a Local A.T.A. for that district. The following officers were elected, under whose guidance many pleasant and profitable meetings may be expected: president, John W. Radomsky; vice-president, Miss Mary Brashuk; secretary-treasurer, James Appleby; recording secretary, Michael H. Ponich. The next meeting will be held November 7th, at 2 p.m. in Smoky Lake School. All teachers are invited.

EDSON

A meeting of the Edson Local was held at an early date in September for the purpose of electing new officers. Twelve members were present and the following officers were elected: president, Mr. R. A. Peterson; vice-president, Miss B. Shove; secretary, Miss M. Rogers; press representative, Miss M. Hillaby.

NORTH DAYSLAND RURAL

On October 5, 1931, the teachers of the adjoining districts met and organized a Local Alliance.

The following were elected as officers: president, Mr. F. Condon of Unity S.D.; 1st vice-president, Mr. Gillies of Polska S.D.; 2nd vice-president, Miss Roth of Reward S.D.; secretary, Mrs. V. Pelz, of Fairview S.D.; treasurer, Mrs. Gleason of Sandstorm S.D.; press representative, Mr. Morrin of Quarrel S.D.

It was decided to hold meetings in some central schools for the convenience of all.

A meeting was held in Unity School on October 17th, 1931, with Mr. Condon presiding. After the general business, during which the next date of the meeting was set, the value of demonstrative lectures regarding school problems was discussed.

CANMORE

We are pleased to announce the formation of a Local at Canmore. An interesting helpful year's programme is expected under the leadership of the following executive: President, M. MacLeod; vice-president, A. E. Simeol; secretary-treasurer, T. E. Bailie.

BARRHEAD

An organization meeting of the teachers of the Barrhead District was held in the High School, on Friday evening, October 16th.

Those present were favored by short, but very interesting and helpful talks from Mr. Barnett, Provincial Secretary; Mr. Shortliffe, Provincial Vice-President; Mr. Clayton, Edmonton representative and Mr. Elliott of Edmonton. We were sorry that our friends from the city found our roads, (or Mr. Barnett's driving) so rough, but trust that our enjoyment will suffice for their misery and that the arrival of the gravel at Barrhead will bring them back at some future date.

A Local was formed with the following tempor-

ary officers, as we trust to have a more representative gathering next month.

Mr. Robinson, Barrhead Principal, President.
Mr. W. Grant, Camp Creek, Vice-President.

Miss Julia Gaines, Barrhead Interim Secretary.

A letter bringing good wishes for successful organization from our Inspector, Mr. J. J. Le Blanc, was read and the meeting adjourned for a most delightful visit and a light lunch served by the Barrhead teachers.

Our next meeting is the first Tuesday in November, the third, at 8 p.m. in the High School. If you're in reach of this center wait for no further invitation, but come out and enjoy an evening with your fellow workers.

WHEATLAND

The teachers of Forestburg, Alliance, Galahad and the surrounding districts met on October 3 and formed a Local Teachers' Alliance called the Wheatland Local.

Mr. V. A. McNeil was elected president; Myrtle S. Lysne, vice-president; Olive Thrasher, sec-treas., and Mr. F. Walker, press correspondent. The suggested model constitution was adopted with a few amendments.

WILLINGDON

It is with great pleasure that we announce the continuation of a Local in the Willingdon district. The large attendance of old members and several new is sufficient proof of a general enthusiastic spirit.

The officers for 1931 include Mr. H. Kostash, principal, Willingdon school, president; Mr. M. Svekla, Desjarlais School, vice-president; Mr. S. D. Samoil, Pruth School, secretary-treasurer; Mr. W. Tomy and Mr. N. Richel, Zhoda School, press correspondents.

After the election of officers, the season's programme was discussed and the following persons were elected to arrange the year's programme: Miss O. Krisko, Miss O. Uhrinuk, Mr. N. Richel.

A resolution in the form of a protest against the cancelling of the teachers' convention passed unanimously. The Resolution reads as follows:

"After carefully discussing the steps taken by the Department of Education to cancel the holding of conventions in each inspectorate, giving as their reason the economic depression, we, the members of the Willingdon Local of the A. T. A. wish to express our disapproval of such a step, and consider that we are deprived of advantages beneficial to the teaching profession; and that, considering the low cost of attendance at such Local conventions, the economic reason is of slight significance."

At the close of the business session, Mr. and Mrs. W. Pidruchny invited all present to their home where an evening's entertainment at bridge was spent.

* * * *

The first regular monthly meeting was held on Friday, October 16th. There were twenty-two members present, being the largest number since the formation of the Local.

The usual business routine was discussed, followed by making and completing arrangements for the banquet which is to take place on November 20.

The two main topics formulating a part of the evening's discussion were citizenship and primary reading.

After the meeting, another function similar to the one held last month, took place at the home of Mr. Harry Kostash, president of the Local, where all members and their wives were entertained at bridge followed by dainty refreshments. The community singing which was reserved for the last furnished a splendid "finis" for the evening's social gathering.

MYRNAM

The re-organization meeting of the Myrnam Local A.T.A., was held on Saturday, October 17, at Myrnam and the following have been elected

to the Executive: president; Mr. M. Pooghkay; vice-president; Mr. Michael Lucavietski; sec.-treasurer; Mr. L. Lisevich; press correspondent; Mr. A. E. Warren.

THANK YOU!

This issue is sponsored by the Lethbridge Local of the A.T.A., which has supplied all material with the exception of general matter and standing Departments. The co-operation of the Lethbridge teachers and those who so kindly assisted them is acknowledged with many thanks. And we hope you will keep in mind the Lethbridge advertisers who are taking space in this issue—as well as all other firms who use this medium at any time.

Your Local Alliance Meeting

(For Small Centres Only)

I. Warming Up

A donkey was tethered to the corner stake of a small paddock 50 ft. square. How long must the tether be to allow him to graze half the paddock?

Our column addition of last month should read as follows:—

598
507
8047
—
9152

The genuine passage in our poetry puzzle was the third, part of a poem, "Twilight" by John Masefield.

Here is another one:

To The Moon

- I Bright orb of heaven, don't never weary
Of thine incessant upward climb.
Nor find thy lonely passage dreary
Across the star strewn seas of time.
Does thy great eye find nothing of content
—But evermore must scan the firmament?
- II Art thou pale for weariness
Of climbing heaven, and gazing on the earth.
Wandering companionless
Among the stars, that have a different birth,
And ever-changing, like a joyless eye
That finds no object worth its constancy?
- III What a lonely path is thine,
Patient moon!
Driven by a power malign,
Weary moon.
Art not bored with grim Orion,
Great and Little Bear and Lion,
Tired of counting year and aeon,
Aged moon?
Wilt thou one day with a curse,
Swing to some far universe
Unpolluted by my verse,
There thy circles to rehearse—
Patient moon?

—That was pretty hard going for an amateur;
(you should hear us in the spring-time, though!)

II. Discussion

A novel method of studying a Literature selection was suggested by one of last year's articles in the

T.H.D. of this Magazine, "The Eve of Waterloo." It was there suggested that the class work out a moving picture presentation of the poem. Let your group select one of the following and spend fifteen minutes in arranging it in silent or talking "Movie" form—Herve Riel (Grade IX); The Four Horse Race (Grade VII); King Robert of Sicily (Grade VIII). What types of (a) prose selections (b) poetry selections are there which, though narrative, do not lend themselves to such study? Do you think that such a method would enrich the study of, say, Herve Riel, by raising the question of dress of seamen in the late 17th Century, the type of ships then in use, the expressions on the faces of various parties as one and another speaks, and so forth?

III. Entertainment

Continue those features suggested last month which have appeared useful or promising, and add the following:

- One member bring to the meeting an article, from his recent magazine reading, which has left a strong impression on his mind; let him give the sense and substance of it to the group.
- One member bring an explanation of a new yard game for school.
- If you have one member of good choral music ability, have him teach the group a good simple song set on the blackboard in staff notation. (One of the lesser known carols or Christmas hymns might be appropriate).

IV. Professional Question

Pensions—You are urged to devote adequate time and careful discussion to the article entitled "Teachers' Pensions" on page 21 of this issue, to record the opinion reached by your meeting, and

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to transmit a copy of that record to the General Secretary at the Head Office. **This is very important Local Alliance business.**

V. Conversation

We hope our suggestions of last month may have stimulated things a little. Here is a question worth discussing while you are talking shop: If you controlled the radio, how would you make it serve the schools?

For a laugh, have you ever tried the round game: "I love my love?"

First player announces: "I love my love with a P——"

Second player: "Because he is Pious."

First player: "I hate him with a P——"

Third player: "Because he is Prudish."

First player: "I took him to the sign of ——"

Fourth player: "The Purple Pig."

First player: "And fed him on ——"

Fifth player: (Must give at least one solid and one liquid)

"Peas, putty, parsley and paint."

etc., etc.

TEACHERS' PENSIONS

Statement Submitted to the Edmonton Public School Board

Arising from proposals, based upon official reports, to terminate the contracts of certain members of the city's public school staff whose effective work after many years' service, had become impaired, the attention of the Edmonton Public School Board has been focussed upon the urgent need of a Teachers' Pension or Retirement Fund either of a local or provincial character. In agreement with a request by that Board for a statement upon the matter from city teachers the following report was tendered by the Public School Local at a recent meeting of the School Board and is now under consideration:

To the Edmonton Public School Board,
Mr. Chairman, Madam and Gentlemen:

Agreeable with your desire your Public School teachers submit for your consideration a statement upon the subject above noted, as to—

1. A review of the reasons calling for the establishment of a Retirement Fund for Teachers;
2. Foundation principles that should apply to the institution and operation of such a fund;
3. Features of existing systems of Retirement Allowances.
4. A comparison of City v. Provincial organization and administration of such a scheme.
5. Proposals contained in a current suggested Provincial Act for Alberta.

To avoid the supposition that the opinions and facts here tendered are based merely upon our own views and experience, we venture to quote freely from published reports based upon widespread and detailed investigations by two of the keenest of educational executives—Messrs. Charles A. Prosser, secretary of the National Society for the Promotion of Industrial Education, and W. I. Hamilton, official of that body of world-wide repute in educational administration, the Massachusetts Board of Education.

1. In the forefront of their publication dealing with their exhaustive enquiries into the question of Teachers' Retirement Funds, these gentlemen cite the fact that in no other form of service as teaching can the ailing and decrepit worker do greater harm than in the schoolroom where some two score or more eager, restless children, with all the possibilities of making or marring of minds and characters, must spend precious years of their young lives. Is it not therefore of the utmost importance that the teaching service should include humane and satisfactory retirement provision for those of its workers who can no longer render the type of teacher guidance so vital to the young life of this city and province?

Legislation establishing retirement allowances for teachers are today upon the statute books of nearly all, if not all, European countries, including Great Britain; in all educationally progressive States across the border; and in every Canadian province except Alberta.

The investigators named further point out that in the

present continuously developing public insistence for more efficient public education, public welfare in all directions demands that everything possible be done to encourage the most capable to enter teaching as a career; to give to it whole-hearted training and devotion; to follow it with undivided interest, unworried by the incessant anxiety of providing means to retain self-respect and a decent living when overtaken by old age or incapacity; and to render a willing retirement when their effectiveness has become impaired.

Before leaving these general considerations, it is but just to add that in only two or three other careers are there such repeated calls upon their practitioners to expend real proportions of their means upon up-to-date maintenance of their efficiency by study courses and outside travel; and that teachers in general, especially those most capable of single-minded interest in their work, are by temperament at a disadvantage in making investments except such as yield lowest returns—even where means, time and facilities for such investments allow. We have yet to hear of a teacher, however competent and effective, able to retire upon the savings of his teaching service.

2. The widely-recognized foundation principles upon which the success of any plan of Teachers' Retirement Allowances must depend are among those for which the Alberta Teachers' Alliance and its city Locals have earnestly stood since organization, viz.:

- (a) A sufficiently long and real training of the teacher, not merely in personal scholarship but also in that more vital qualification—the power to impart the scholarship acquired to young minds and activities;
- (b) Full certification by the province based upon a sufficiently clear evidence of academical and teacher ability;
- (c) Skilled and impartial advisory supervision (as distinct from mere inspection) to determine the calibre of the teaching service of each individual;
- (d) The elimination, during the early years of service of the unsuitable and incompetent rather than the apparent heartless dismissals of faithful teachers who have become incapacitated in such service, with little or no means and no retirement fund to look to during their remaining years;
- (e) The provision, by such a fund, of more attractive financial compensation to draw into and keep able minds and skilled teachers in this highest of national welfare work.

3. It appears from the far-reaching research work carried out by Messrs. Prosser, Hamilton, and others:

- (1) that teachers' retirement funds, in the different states and provinces investigated, vary from a straight pension wholly provided by the state to contributory systems (undoubtedly the healthier forms) based upon joint contributions from state, local community and teacher;
- (2) that the average minimum retiring allowance ranges from about one-third and the average maximum about two-thirds of the teacher's salary at date of retirement;
- (3) that the number of years of teaching service the teacher must render before becoming eligible for pension is usually ten; and the age at which retirement is compulsory is, in most cases, 65 years;
- (4) that a withdrawal equity whereby the teacher is entitled to a return of at least a part of his own contributions is common to all contributory systems;
- (5) that a teachers' retirement fund can succeed in its purpose to attract and hold competent gifted teachers in such systems only as are operated to insure permanent tenure to capable teachers, and that definitely work towards the weeding out of the inefficient during the early years of their service.

4. Comparisons of the operation of Teachers' Pensions or Retirement Funds as under city or provincial organization point strongly to the following conclusions as noted in the reports already referred to, viz:

- (1) that municipal systems in such funds have never succeeded in meeting what is unquestionably a province-wide need. In Massachusetts where such local operation is permitted by law and public opinion is among the most enlightened in educational welfare, only 11 out of 400 cities and towns had adopted this form of local option at date of reporting;
- (2) that city systems of pensions or retirement allowances have usually been so meagre as to provide but the merest pittance, wholly inadequate to provide even a minimum of comfort for the teacher's old age or incapacity;

- (3) that under any local contributory system every such city would have to maintain a separate account with each member of its teaching force; to invest the accumulated fund profitably and safely; and to guarantee proper return to every teacher—a type of service, it is contended, that only the province, able to deal with the matter on a large scale and equipped with its larger resources for investment and legislative appropriations, could safely undertake;
- (4) that though teachers may be paid their salaries out of city funds, yet both in law and in fact they are provincial employees. There is no other local service that provincial legislation regulates so much as the public schools, and therefore the responsibility for the organization and administration of Teachers' Retirement Funds is essentially a provincial rather than a city one.

The conclusion last cited has been the basis of the repeated submissions by the organized teachers of Alberta for the past sixteen years, and upon which our provincial executive has, during recent months, strenuously urged upon the provincial government the necessary legislation as an act of paramount social, economic, educational and wholly sound public welfare. Why are there superannuation funds, now several years in operation, for Alberta's civil service clerks, and not for the most vital form of civil servants, the teachers of the province ? ? ?

We thank the Edmonton School Board for the measure of sincere interest it has evidenced in this question by calling for a statement thereupon from its teaching bodies. If, as we fear, the initiation of a merely local scheme is at present outside the area of active promotion, we would earnestly ask, (if only upon the current evidence before the Board of the pressing need of such funds), the Board's active and continuous co-operation and influence in support of the efforts of the organized teachers of the province to secure the early enactment of a measure establishing a Teachers' Pension or Retirement Fund as in the best interests of Alberta's school population. As a definite step to that end, we recommend that the Board accept the suggestion from the provincial department to discuss with them the establishment of a city scheme as a first unit of a provincial system based upon contributions from teacher, city and province.

We attach copy of outline of scheme already before the Alberta government.

Respectfully submitted,
EDMONTON PUBLIC SCHOOL TEACHERS'
ALLIANCE,

Per H. Leonard Humphreys,
President.

SUPERANNUATION ACT FOR ALBERTA TEACHERS DIGEST OF ACT

Cost:

Each teacher shall contribute 3 per cent. of his salary. The government shall contribute sufficient amount to guarantee the actuarial soundness of scheme.

Amount of Pension:

The Pension shall equal 1-60 of average salary for the last 10 years, multiplied by the number of years of service, but the maximum Pension shall be \$1500.

Thus a teacher whose average salary for the last ten years is \$1800 and who has taught 40 years would receive a Pension of $40/60 \times \$1800 = \1200 per year.

Credits for Previous Service:

A teacher shall be given credit for half the number of years of his previous service, at the time the Act comes into force, and in addition shall be granted another two and a half year's credit for Alberta service for every five years' contribution.

Example—A teacher has taught 20 years of which 10 years were in Alberta at the time the Act comes into force. He would be given credit as follows:

- (1) Half of 20 years (total service)—10 years credit when Act comes into force. After 10 years' contributions he would be allowed:
- (2) Half of 10 years (Alberta service)—five years of additional credit.

Teachers Leaving Profession:

- (1) Teachers who have contributed less than three years are not entitled to withdraw anything from fund.
- (2) Teachers who have contributed more than three years but are not entitled to a Pension may withdraw all their contributions with interest compounded yearly at 5 per cent., except that the first year's contribution is retained.

When Is Teacher Entitled to Pension?

- (1) A teacher is entitled to a Pension after 40 years' service.
- (2) A teacher is entitled to a Pension on reaching 60 years of age provided he has 36 years of accredited service.
- (3) A teacher is entitled to a Pension after 30 years of service but such a pension is considerably less than 30/40 of the Pension he would have received if he had waited until he had 40 years of accredited service.

Disability Feature:

A teacher is entitled to a disability allowance after 15 years of accredited service. The pension is as follows:

- (a) The minimum Pension is \$480 per year.
- (b) The Pension shall be the number of years of accredited service multiplied by 1-60 of the average salary for last 10 years.

Example:—A teacher who has 20 years of service and whose average salary for the last 10 years is \$1500 would, if unable to teach, receive a pension of $20-60 \times 1500 = \$500$ a year pension.

Administration:

The Act shall be administered by a commission of five members of whom two are appointed by the Minister of Education, two by the A.T.A. and the fifth to be chosen by these four.

BENEFITS OF PENSION SCHEME

1. It would stabilize the profession. The average life of a teacher in Alberta in the rural districts is not more than three years. As teachers do not attain their maximum efficiency for five years it will be seen that hundreds of schools never receive the benefit of first rate teaching instruction.

2. It would encourage ambitious young men and women to stay in the profession by providing a competence for their old age.

3. If teachers were assured of a competence for their old age they would be able to spend more time and money in improving their professional qualifications.

4. The cost of teacher training would be lessened if the profession were stabilized. Either that, or better professional training could be given in the Normal Schools.

5. The high monetary rewards in the dental, medical and legal professions are not available in the teaching profession. A Pension scheme would atone for this condition of affairs, and would tend to attract men and women of outstanding ability.

GOVERNMENT OBJECTIONS

Cost:

The cost as stated by the Premier would be \$150,000 per year. This figure is too high and assumes that the government contribution would be as great as that of the teachers. It does not take into account the following facts:

- (1) The teachers' contributions for the first year, amounting to \$150,000 remains with the fund.
- (2) Teachers who teach for less than 3 years, leave their contributions in the fund.
- (3) The Ontario scheme which is similar to the Alberta scheme is financed on a total contribution of 5 per cent. from government and teachers. In Alberta the teachers are willing to contribute 3 per cent. The benefits are slightly better but only apply to the limited number whose annual salary exceeds \$1666.

Actuarial Soundness of Scheme:

The government has stated that they do not wish any scheme which is not actuarially sound and have cast doubts on the soundness of the Ontario scheme. In order to check this up the Pensions Committee have communicated with Mr. V. K. Greer, Chief Inspector of Public and Separate Schools, Toronto, as to the correctness of this allegation. The following is his reply:

"Beg to acknowledge the receipt of your letter of April 15th and to state in reply that our Teachers' and Inspectors' Superannuation Fund is in excellent financial condition. The teachers of Ontario have over twelve million in the Fund and at the end of the last triennial period additional advantages were given to annuitants."

Alberta is a Pioneer Province:

Alberta is now the only province in the Dominion of Canada, which has not a Teachers' Pension Scheme.

Alberta is able to maintain advanced movements in health, and contributes liberally to the development of co-operative movements.

OUR TEACHERS' HELPS DEPARTMENT

OUTLINE OF WORK FOR DECEMBER

(By courtesy of the Calgary School Board)

GRADE I.—

READING

Continue November outline. Blackboard reading should not be discontinued yet. Phrase and word drill daily. Much handling of words and phrases and sentences will develop facility in reading and speed in vocabulary building. Finish First Part of the Canadian Primer with A Class.

Recognition of capitals informally, where needed for reading.

PHONICS

h, r, i, o, b, g, j, oo, ee.

LANGUAGE

Expression of two ideas on a concrete object as a beginning for silent reading. Proceed to written questions, i.e.,

Teacher holds up an apple. She writes on the board: What color is it? Do you like it?

Children read questions silently, answer orally.

Games—"Pretend."

Pictures—Madonna pictures. Christmas action pictures.

Dramatization—One Christmas story.

Stories—The First Christmas; Mrs. Santa Claus; The Christmas Stocking; Little Donkey Engine; The Birth of Jesus.

MEMORIZATION

Christmas poems.

ARITHMETIC

Counting by tens to one hundred. Counting to 100 by 1's. Grouping of 6. Writing numbers 1 to 19. Easy problem work, oral. Addition of three figures orally, answer not to exceed 6.

HYGIENE

Sleep and Rest—Time to go to bed; open windows, coverings; flat pillow. Why we must rest; the results of sufficient rest. We need more rest after excitement, hard work or play; illness, lack of sufficient sleep the previous day or night, etc.

CITIZENSHIP

The Christmas spirit. Kindness, thoughtfulness, courtesy. Stories to illustrate.

NATURE STUDY

Jack Frost. Winter—winter sports. Shortest day in the year.

GRADE II.—

READING AND LITERATURE

(a) Reading—

- (1) The Snow Blanket.
- (2) Piccola.
- (3) Why the Bear's Tail is Short.
- (4) Supplementary Reader.

(b) Literature and Memorization—

- (1) Why Do Bells for Christmas Ring?
- (2) The Owl and the Pussy Cat.

(c) Stories for Telling—

- (1) Christmas Stories.

LANGUAGE AND COMPOSITION

A. Oral Topics—Santa Claus. Preparations for Christmas. Thinking of Others at Christmas Time. How I Expect to Spend the Holidays.

B. Teach use of was and were. Teach the use of capitals for the days of the week. Aim at two connected sentences in written work.

C. Vocabulary Building—Review or; ar, r, er, ir, ur; ing, ed. (Teach rules for adding ed and ing.)

- (1) Words ending in e drop the e before adding ing or ed.

- (2) Words ending in a single consonant with a single vowel before it, double the last letter before adding ing or ed, as run, running; fit, fitted.)

SPELLING

(See last issue).

CITIZENSHIP

First Week—Care in walking on slippery streets. Helping to keep sidewalks clean. Taking off rubbers, etc., on entering home or school. Importance of outdoor play after school. Encourage repetition of memory work, stories or songs to those at home before bed. Mention in this connection, Mother busy all day and needs their company evenings.

Second Week—Dramatization of: "Visiting." "Behaviour in another's home and at a party."

Third Week—Table manners. Dramatization of great help here.

Fourth Week—Christmas. The spirit of giving, e.g., the unselfishness of Jesus. Our duty to the poor and sick emphasized. Tell the story of "Tiny Tim." Dwell on the truth that giving means pleasure to receiver and giver. Story of "Piccola."

ARITHMETIC

Counting in any 100 space by 10's.

Counting to 36 by 2's and 4's.

Practice reading and writing (in figures) numbers up to 1000.

Drill telling time as taught last month.

Teach place value of 100.

Combinations and separations:

| | | | |
|---|---|---|---|
| 8 | 9 | 8 | 9 |
| 6 | 5 | 7 | 6 |

Stress separations carrying into 20's and 30's.

Use questions such as: $18+3=9+8+5=7=$;
 $26+8=5+6=3=$, etc.

NATURE STUDY

(Daily use of weather calendar).

1. Winter—talks about seasonal characteristics and their results on activities of people.

2. Preparation for winter—warm clothing, fires, double windows, smart action, winter games.

3. Review. Tell Nature stories.

PHYSIOLOGY AND HYGIENE

First Week—Vegetables:

(a) Eat plenty of vegetables both raw and cooked.

(b) At least two vegetables should be eaten every day.

Second Week—Game—Make Health Brigade Poster out of the vegetables.

Third Week—Candies and Sweets—These are to be eaten in small quantities after meals—milk chocolate is best.

GRADE III.—

READING AND LITERATURE

Silent—The Good Samaritan. Sir Philip Sidney.

Oral—The Madonna of the Chair. Little Things. The Four Sunbeams. Good King Wenceslas (Song).

Story Telling—Golden Cobwebs.

Memory—The Shepherd's Song. The Sugar Plum Tree.

Dramatization—I Do! Don't You?

LANGUAGE

(a) Oral—Christmas; Christmas Songs and Stories; A Visit to Toyland; Santa Claus' Party; A Snowball Fight.

(b) Formal—Capitals for first word of each line of poetry. Transcribe poetry from board or reader. A two-sentence letter a week.

(c) Vocabulary Building—Practice in making words ending in ight, ough, tion, oast, ness, other, ance. Related families of words, as: sing, singer, singing; call, calls, call-boy, etc.

CITIZENSHIP

Christmas Spirit (giving rather than getting). Sunshine Fund (helping the poor). Birthdays in general—dealing with origin and significance of Christmas.

Stories:

1. Tiny Tim.
2. How the Fir Tree became a Christmas Tree—For the Children's Hour.
3. The Golden Cobwebs.
4. The Shepherd and the Angels. (Christmas stories by Dickinson).

ARITHMETIC

1. Teach 3 times table (m. and d.) 2. Review 10, 5, 2, 4 tables. 3. Problems in subtraction. 4. Counting by 6's and 8's.

NATURE STUDY

Planting, care and observation of bulbs. Grow some in glass vases.

Animals—Camel, sheep.

HYGIENE

Mealtimes—Manners, method of eating, etc.

GRADE IV.—

READING AND LITERATURE

Silent Reading—King Arthur's Sword. Heidi.

Oral Reading—The Ape and the Firefly.

Literature—The Christmas Dinner. Christmas.

Memory Work—Sweet and Low. Dickens—"I have always thought of Christmas, etc."

Story—Cyclops.

LANGUAGE AND COMPOSITION

A. Letter writing. B. Review of term's work.

SPELLING

Review term's work. Memory work spelling. Drill in Phonetic words.

CITIZENSHIP AND HISTORY TALKS

Humanity—Towards animals. Towards people less fortunately situated than we.

"Do not despise a class or nation because of an individual."

Christmas Story. Christmas Customs in other lands. Unselfishness in giving—(a) to friends, (b) to poor.

NATURE STUDY

Bring bulbs to light.

Animal Study—Buffalo, Reindeer, Beaver.

GEOGRAPHY

Means of Communication and Transportation in countries of the world, starting at home.

Detailed study of: Raisins, nuts (Brazil), oranges.

Introduce the study of the Stars.

HYGIENE

Mealtime—Table manners, only three meals a day, eating slowly and chewing food well, eating sparingly when tired, no ice water with food, not too much meat, no overeating.

GRADE V.—

READING AND LITERATURE

Oral Reading—Copperfield and the Waiter.

Memory Work—While Shepherds Watched their Flocks.

Silent Reading—Beginning of Rome.

Literature—Copperfield and the Waiter.

Story Telling—St. Christopher.

SPELLING

First 40 words in supplementary list.

Words from memory work selection.

Review term's work.

HISTORY

Stories of experiences of early missionaries and of the establishment of church missions.

CITIZENSHIP

November and December—

A sense of personal honour exhibited in absolute fidelity to a trust and healthy regard for one's reputation.

ARITHMETIC

Compound Rules.

(See last issue).

GEOGRAPHY

HYGIENE

The Bones and Joints—

(1) Broken bones, dislocations.

(2) Disease germs attacking bones and joints.

(3) Review of the term's work.

READING AND LITERATURE

GRADE VI.—

Literature—Mr. Winkle on Skates.

Memorization—Choice of: Dickens in Camp. Love of Country. Wisdom. Colors of the Flag.

Oral Reading—Mr. Winkle on Skates.

Silent Reading—The Rescue.

Hero Story—Roland.

LANGUAGE AND COMPOSITION

A. Drill on paragraphs and letters.

B. Teach enlargement of sentences by use of adjectives and adverbs.

GRAMMAR

(a) Pronouns—Suggested Exercises:

(1) Supplying pronouns in place of nouns in paragraphs.

(2) Selecting pronouns from paragraphs in your Reader.

(3) Exercises distinguishing between pronouns in the subject and pronouns in the predicate.

(b) Pronouns which express one and more than one.

SPELLING

35 Words: (a) 20 words—supplementary "laundry" to "ceiling."

(b) 15 words—demons, "here" to "much."

HISTORY

Struggle for Scottish Independence—The critical situation of Scotland's crown. Edward's ambition—national and personal. The heroic figures of Wallace and Bruce—their achievement. Review term's work.

ARITHMETIC

Addition and subtraction of fractions and mixed numbers. Review.

NATURE STUDY

Three Winter Birds—Sparrow, Chickadee, Redpoll, Great Horned Owl.

GEOGRAPHY

Appalachian Region with detailed study of the Maritime Provinces.

GRADE VII.—

READING AND LITERATURE

(See last issue).

LANGUAGE

1. The Three-Paragraph Composition—Special study of the divisions: introduction, body (with climax), conclusion. (See text, pages 116-117.)

2. Outlines for the three-paragraph composition.

3. Essay—e.g., Christmas topic.

4. Picture study, used as the basis of oral and written work. E.g., The Sistine Madonna.

GRAMMAR

(a) Teach Connectives.

(b) General review of work covered in September, October and November.

SPELLING

(a) Words often confused—complete the list.

(b) Review.

HISTORY AND CIVICS

Stuart England—1603—1714:

(a) The Commonwealth Period—Cromwell.

(b) Restoration—(1) The Act of Indemnity. (2) Declaration of Indulgence.

(c) The Bloodless Revolution.

(d) The Bill of Rights.

(e) Act of Settlement.

(f) Religious Toleration.

(g) Characteristics of the Stuart Period.

ARITHMETIC

Decimals—General problems. Review vulgar fractions.

GEOGRAPHY

Review.

PHYSIOLOGY AND HYGIENE

(1) The Eye—No detail as to structure. Teach in a general way how light waves enter and are focussed on the inner surface of the eyeball, the retina—the work of the optic nerve in carrying this impression to the brain—importance of the sense of sight.

(2) Care of the eyes and conservation of vision—reading in a good light—reading books with clear print—not to read while lying down—resting the eyes—the value of a change of work—recognizing symptoms of eye strain—going to a doctor if these symptoms of eye strain arise—learning to keep the fingers away from the eyes—sore eyes, such as pink eye—importance of going to a doctor—burns of the eye and what to do—how to remove a foreign body from the eye.

GRADE VIII.—

GRAMMAR

(1) Stress ready use of November facts.

(2) Classification and inflections of Adjectives and Adverbs.

(3) (a) Identification of Prepositions and Conjunctions.

(b) Functions of these.

(c) Classification of Conjunctions.

ARITHMETIC

The cylinder and review of topics previously taught.

GEOGRAPHY

(See last issue).

HYGIENE

(See last issue).

HISTORY

Section 6 and part of 7, Course of Studies.

LITERATURE

Ulysses. The Lotus-Eaters. A Christmas Hymn.

Memorization—Selected passages from these works.

COMPOSITION

The formation of vocabulary.

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Classroom Hints

SOME CHRISTMAS MATERIALS

Poetry—One of the most beautiful little Christmas poems is written by E. L. Duff, "On Christmas Day." It is to be found in a collection of "Fifty New Poems for Children" (Basil Blackwell, Oxford). To me it has the simplicity and sweetness of the old English Christmas carol. It lays no stress on the excellence of plum pudding nor the excitement of a well-filled stocking,—

Love him very well,
Tenderly and true,
On Christmas Day,
And you shall do
Sufficiently as they
Who offered scented wood . . .

(unfortunately the poem is copyrighted).

The sentiment is one particularly appropriate to this year of scant pay cheques. No teacher will find it difficult to teach this poem in a hard-hit community, and the ideas are such as to delight (and rightly so) the heart of the citizenship builder. This same collection of poems contains "By the Crib", Katherine Tynan; "Cradle Song for Christmas" and "Child's Carol" by Eleanor Farjean, the last being very sweet, and if you have any gift for adapting or concocting a melody, would make a pleasing number on your Christmas program.

Marjorie Pickthall has also a

CHILD'S SONG OF CHRISTMAS

1. My counterpane is soft as silk
My blankets white as creamy milk.
The hay was soft to Him, I know,
Our little Lord of long ago.
2. Above the roof the pigeons fly
In silver whirls across the sky.
The stable doves they cooed to them,
Mary and Christ in Bethlehem.
3. Bright shines the sun across the drifts
And bright upon my Christmas gifts:
They brought Him incense, myrrh, and gold,
Our little Lord who lived of old.
4. O, soft and clear our mother sings
Of Christmas joys and Christmas things.
God's holy angels sang to them
Mary and Christ in Bethlehem.
5. Our hearts they hold all Christmas dear,
And earth seems sweet and heaven seems near,
O, heaven was in his sight, I know,
That little Child of long ago.

and Christine Rosetti writes a very charming Christmas carol for her godchild:

1. The Shepherds had an Angel,
The Wise Men had a Star,
But what have I, a little Child,
To guide me home from far,
Where glad stars sing together
And singing angels are?
2. Lord Jesus is my Guardian,
So I can nothing lack:
The lambs lie in His bosom
Along life's dangerous track:
The wilful lambs that go astray
He bleeding fetches back.

Stories—There are two unusual and excellently told Christmas stories to be found in the collection, "The Golden Bird," "The Clown of God" and "The Cathedral Under the Sea." They are more suitable for reading or telling to your intermediate grade group than to the smaller children.

Music—Don't forget the haunting melody of "Noel" when you are planning your Christmas music, nor the delightful old English melody, "God Rest You Merry, Gentlemen."

1. God rest you merry, gentlemen,
Let nothing you dismay,
Remember Christ our Saviour
Was born on Christmas Day
To save us all from Satan's power,
When we were gone astray.
O, tidings of comfort and joy, comfort and joy,
O, tidings of comfort and joy.
2. From God our Heavenly Father,
A blessed angel came;
And unto certain shepherd's
Brought tidings of the same:
How that in Bethlehem was born
The Son of God by name.
O, tidings, etc.
3. The shepherd's at those tidings
Rejoiced much in mind,
And left their flocks a-feeding
In tempest, storm and wind;
And went to Bethlehem straightway,
The Son of God to find.
O, tidings, etc.
4. And when they came to Bethlehem,
Where our dear Saviour lay,
They found Him in a manger,
Where oxen feed on hay;
His Mother Mary kneeling down,
Unto the Lord did pray.
O, tidings, etc.
5. Now to the Lord sing praises,
All you within this place,
And with true love and brotherhood
Each other now embrace;
This holy tide of Christmas
All other doth deface.
O, tidings, etc.

The melody: (Key E Minor)



O- ti-dings of com-fort and joy

Dramatics—Why not dramatize scenes from "The Christmas Carol"? The construction of these dramatized stories is a proper bit of composition work. It cultivates, moreover, initiative, powers of imagination and organization. The class should become familiar with the story first, and then may discuss with their teacher as leader, the number of scenes it will be possible to produce. These scene divisions will be located and marked in the library copy. The dialogue presents only this difficulty: which of the actual speeches of the story to use and which to leave out. The selection of the Key Speeches for each scene (see Course of Studies, practice in selecting the most important idea in a paragraph) is no mean silent reading accomplishment. It will provide excellent seat work for groups of two or three working together over the one copy that the school library possesses. Each group will be responsible for selecting the dialogue for a scene, and will submit their final decision for the approval of the whole school. A temporary pencil check might be put opposite the speeches the group has decided to use. Then Scrooge could copy his speeches for Scene I and Bob Cratchet his. The work of copying Scrooge's part for all scenes, however, should be divided.

GRADE V.—COMPOSITION: SOME PARAGRAPHS

1. 'The Badger's Kitchen,' from "The Wind in the Willows": Kenneth Grahame.

The Floor was well-worn red brick, and on the wide hearth burnt a fire of logs, between two attractive chimney corners tucked away in the wall, well out of any suspicion of draught. A couple of high-backed settles, facing each other on either side of the fire, gave further sitting accommodation for the sociably disposed. In the middle of the room stood a long table of plain boards placed on trestles, with benches down each side. At one end of it, where an arm-chair stood pushed back, were spread the remains of the Badger's plain but ample supper. Rows of spotless plates winked from the shelves of the dresser at the far end of the room, and from the rafters overhead hung hams, bundles of dried herbs, nets of onions and baskets of eggs. It seemed a place where heroes could fitly feast after victory.

2. 'The River,' from "The Wind in the Willows": a unified narrative paragraph, a type not too easy to find.

He thought his happiness was complete when, as he meandered aimlessly along suddenly he stood by the edge of a full-fed river. Never in his life had he seen a river before—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgling and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free and were caught and held again. All was a-shake and a-shiver—glints and gleams, and sparkles, rustle and swirl, chatter and babble. The mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spellbound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

3. 'Rain Among the Blossoms,' from Mary Webb's essays.

One of the daintiest joys of spring is the falling of soft rain among blossoms. The shining and apparently weightless drops come pattering into the may-tree with a sound of soft laughter, one alights on a white petal with a little inaudible tap; then petal and raindrop fall together down the steep of green and white, accompanied by troops of other petals, each with her attendant drop and her passing breath of scent.

4. From "The Rock and the Pool," by Marjorie Pickthall ("written one morning at the summer home of the Colemans' in the Thousand Islands. It had rained the previous evening leaving a small amount of water cupped in the hollow of a rock."—Lorne Pierce's "Book of Remembrance.")

There are pools floored with brown and grey leaves, upon which the water lies as warm and still as air. There are pools rimmed with vervain and the wild rock-rose. And there are pools beneath the coronals of golden rod, where the bumble bee clings, and the snails adventure themselves on summer evenings, and the moths go hawking early. But this pool is always clear; grey water on grey stone. It is as if no leaf fell here, no wing stayed here. The eye of the rock gazes unshadowed and unhindered into the very universe.

THE ANCIENT MARINER

(By Request)

GRADE VIII.—

A. Oral Introduction:

Fancy to yourself a cottage and two cronies by the open hearth. One is Wordsworth; the other is Coleridge. I see them in a cloud of tobacco smoke but perhaps I am all wrong, and perhaps Dorothy has set out ale for them, but at any rate, I feel quite sure that the flesh is very comfortable, while ideas round and shape and clarify as they are tossed back and forward. What might these two cronies be talking about? Why "shop" of course; they are of the same trade. On this particular night they have struck at the root of all questions for them, and are asking one another through the tobacco smoke, "What is poetry anyway?" They have thought about this question before naturally, they have been writing poetry for some time, but their thoughts mill round like the circling fumes. I can see Wordsworth taking a book from the shelf as he thinks. (I doubt if he would move quickly). He turns the pages. "Is this poetry," he asks—

"Relentless walls! whose darksome round contains
Repentant sighs, and voluntary pains:

Ye rugged rocks! which holy knees have worn . . ."

"Certainly not," says Coleridge, who has no hesitancy in saying what he thinks, though he finds it very difficult to

tie himself down to putting ideas in completed form on paper. "What nonsense addressing walls and rocks. There is no real human feeling in that. It is all trumped up and pretends to be real passion."

"The old ballad, you know," I can fancy I hear Wordsworth saying, "there was poetry. That told a tale of flesh and blood people, and told it in straightforward language that made you feel the tale. Poetry should deal with the great and simple affections of our nature."

And then these two hit on the plan of writing a book of ballads, "The Lyrical Ballads," to which both were to contribute, and together they would show the world what poetry ought to be. You can fancy the note of high enthusiasm on which the evening ended, and out went Coleridge into the dark, and while the influence of that high talk was still on him, he did write one ballad: "The Ancient Mariner."

Now a ballad tells a story. It tells that story, moreover, without any unnecessary explanations and sometimes you have to guess quite a lot of what must have happened between the lines. Do you remember "The Ballad of John Nicholson"? On page 153 of that poem, between the first two and last two verses something takes place which is not described. The ballad-maker knows that you'll know what happened, he wants to get along with the main story.

B. Seat Directions for Study—1st Period.

1. Does Coleridge's ballad tell a tale? Can you follow it or does it move too quickly for you sometimes and leave too much unsaid? Read the complete story to yourselves.

Here are one or two places where the story goes a little too fast, perhaps, to be clear:

Stanza I.: And he (the Ancient Mariner) stoppeth one of three wedding guests on his way to a wedding. It is this wedding guest who says, "By thy long grey beard, etc."

Stanza III.: He (the Ancient Mariner) holds him (the wedding guest) with his skinny hand. "There was a ship" quoth he (the Mariner, who is beginning his tale) Eftsoons he (the Ancient Mariner) dropt his (the wedding guest's) hand. Are there any others?

2. Try first to get the story quite clear in your mind. Jot down in outline fashion the main incidents e.g.:

Part I:

1. The Mariner stops the wedding guest to tell his tale.
2. After the ship had set sail a storm came which jammed the ship in the ice.
3. The Albatross comes flying through the fog and is treated kindly by the mariners.
4. The ice splits up and a south wind blows.
5. The Mariner shoots the Albatross.

Note the dramatic situations with which Part I and II end.

What significance is there in the name of the woman aboard the phantom ship?

What was going to happen as a result of her having won over death?

C. Seat Work Directions for Study—2nd Period.

Here are some things to think over about the story:

1. Wordsworth said once about his "Lyrical Ballads" that each one of them had a worthy purpose. Did Coleridge's ballad have a purpose?

2. The Mariner was very insistent about telling his tale to the one particular wedding guest, and at the bottom of page 243 and top of 244, the Mariner says that he knows the man at once when he sees him who must hear his tale of the Albatross. What is your idea of the type of man the Mariner would select?

3. Now Coleridge's ballad and Wordsworth's ballads are not the least bit alike. If you know Wordsworth's poem, "We Are Seven," or have access to it, think it over and you will see what I mean. Coleridge might set out to write poetry that would deal with the "great and simple affections of our nature" but his imagination would never let him write simply. His imagination made him see strange pictures very vividly. Just take that Ancient Mariner as an example. I think of him as having unkempt gray hair and long gray beard. (He is too obsessed with the necessity of telling his tale to bother with appearances). His eyes are glittering and wild. They rather frighten the wedding guest, and yet there is power there—the power and force of a great determination. He is a weathered, brown, old man, long, skinny and sere (as is the ribbed sea sand). Read the poem again with the intention of reseeing, as though with Cole-

ridge's eyes all the scenes described. Mark any passages that catch your imagination particularly.

4. There is another interesting thing about this ballad of Coleridge's. It is worth looking at some of the comparisons he makes.

"The bride hath paced into the hall
Red as a rose is she."

—that comparison is just the sort you'll find over and over again in the old ballad written a long time ago. But there is a comparison of a different sort in Stanza XI where the racing clouds of the storm are compared to a great bird of prey's wings as he beats his victim with them. And in Stanza XII you'll find a still more interesting one. Can you find the two things compared there? In what respects are they compared? Does the comparison help you to see the ship any more vividly? Can you find other good comparisons? [Sometimes you might miss the fact that there is a comparison at all, e.g., "At on stride comes the dark." yet that word is one of the best of the poem. We on the prairie know how quickly the dark comes after the sun sinks.]

5. Notice how completely the character of the hermit is suggested in just a few words.

6. Mark any passages you have had difficulty in understanding.

GRADE VIII.—

SILENT READING AND STUDY EXERCISES BASED ON GEOGRAPHY

(The British Empire in Asia)

In the upper grades, the problem of teaching the pupil to read is, in a great measure, one of teaching them to study, a phase of the work important in any system of education but doubly so in the rural school. The teacher should try to make assignments that will necessitate good reading habits, and should try to provide for the gradual development of independent methods of work on the part of the pupil.

Oral Discussion.

Teacher:

England has recently had to establish a national government in order to meet a very grave financial crisis. The national government has cut down expenses and expenditure in every possible way in order to balance the budget. Even the dole has been reduced. But simply cutting down expenditure will not restore "good times" to England. That will only come through building up her trade. How is that trade to be enlarged and developed?

Now the problem I want to set you is this:

Is India of any value to England in the building up of that trade?

In the solving of that large major problem, I want you (the class) to help me determine what minor questions we will have to set ourselves and answer. (Discussion might lead to the formulation of the following questions):

1. What constitutes England's chief industry?
2. What are the chief products of this industry?
3. Has India already a sufficient supply of the products of these industries or could she be regarded as a likely customer?
4. Has India any of the raw materials necessary for the operations of these industries?
5. Has India any desire to assist in the re-establishment of England's trade?
6. Will the type of trade that would be advantageous to England be also advantageous to India, or vice versa?
7. Will ill-will on the part of either country prevent trade relations being established?

[This placing of the onus on the pupil for the discovery of the field of study is a beginning made in helping a pupil attack a question for himself, an important phase of learning how to study. The teacher must not be too sanguine of results from the first attempt at this work.]

Teacher in class discussion:

Let us try to answer the first question. Where will we go for information? (Geographies and newspapers are most readily available sources).

Suppose we use our geographies, how will you know where to begin to read? (Look up England—Industries in the Index).

What industry are you to give attention to? (chief). Keep that always in mind.

Stand as soon as you have found the place you think we ought to begin reading (Under England and Wales—Agriculture, pp. 230).

All begin reading under "Agriculture." Tell me again what the question is that is to be answered. Put up your hand as soon as you have discovered something that will help you to decide whether or not agriculture is the chief industry.

(Exceptionally fine farming country; but scarcity of land: England produces only a small part of the food needed by her people: important as stock breeders). All that can be said so far is that agriculture is unlikely to be one of the chief or the chief industry. We will go on to compare with others. For seat work tabulate your findings for questions I and II under the following headings:

Chief Industry, Products, and Raw Materials Necessary. Continue to work as we worked during class period. The outline would result in the following table:

| Chief Industry | Products | Raw Materials Necessary |
|----------------|--------------|-------------------------|
| Manufacturing | cotton goods | cotton |
| | woollens | wool |
| | steel | ----- |
| | paper | pulp |
| | leather | hides |

In the same way answers are to be found to the questions III and IV. Answers to questions V, VI and VII will be influenced by newspaper reports and recent Indian history. It will probably take some time for pupils and teacher to gather sufficient newspaper material to provide the class with answers to these last questions, but the search for material is in itself a sound study activity.

Written answers to questions will facilitate class conference, particularly in the initial stages of this work, but as capacity develops, I would suggest that the direction be: "When you have finished, look at each question and think how you are going to answer it when we have a class conference. Re-read if necessary."

GRADE VIII.—VOCABULARY WORK

(1) Find the **vivid action words** in the following description of the sea from "Harmer John" by Hugh Walpole:

"There was nothing unusual in this: in Southern Gloucestershire the winter is so often mild that the sea (impatient of the lassitude of the air) seems suddenly to rise and to beat

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its way across the narrow peninsula, to sweep the field and hedges with its salt water; it calls the heavens to its assistance, the skies open, the water pours out in torrents, the wind screams, shrieks, bellows—suddenly it knows that all is vanity, shrugs its hoary shoulders, creeps back muttering, lifts its hand to the sky in a gesture of cynical farewell, and lies heaving, hoping for a more victorious day."

We might almost use Walpole's own phrases. There is nothing unusual about the wording of this, (you have often met all these words before except for one thing and that is that each word is **chosen** to give you just exactly the picture or sound Hugh Walpole wanted you to see. The choice of the right word is exceedingly important for vivid writing.

(2) Fill in the blanks to give as clearly as possible the picture or situations indicated below:

- The reeds ——— in the wind (or breeze).
 - Summer evening; a little passing breeze that dies away, (**sighed**).
 - Dried reeds in the fall (**rustled**).
 - A sharp, cold wind: dried reeds in late fall (**whistled**) (**sang?**).
- The river ——— (1) verb (2) adverbial modifiers.
 - Indicate a current and high rocky shores, (**swirls** through the gorge).
 - through level meadow land (**flows**)
 - a rapid that churns the water into bubbles, (**boils: foams**)
 - a river with many turns (**meanders**).
- The leaf ——— to the ground,
 - dropped to the ground on a quiet day.
 - fall on a windy day.

4. Change each of the **black faced type** parts of the sentence to make exact and vivid pictures: 1. He watched the **bird fly by**.

Think of crows, hawks, bluebirds, hummingbirds; think of how they fly; think of where you are likely to see them.

2. The puppy **came** to meet him.

3. The city lights **shone**.

Think of a rainy night; of the lights as seen from a distance.

4. The candle **burned**.

- a sudden draught
- just going out.

If you need to, look at the following words for suggestion:

| | | | |
|----------|----------|---------|--------|
| waddle | sigh | frisk | wink |
| soar | flow | meander | flit |
| twinkle | drift | flare | bound |
| flicker | gambol | hover | gutter |
| rustle | whistle | swirls | |
| boil (s) | foam (s) | flap | |

(3) You are to describe someone's appearance. Unless with your permission your material will not be read to the class. Try to delineate character by your account as well as describe actual appearance. Be a portrait painter in words. A portrait painter would not be satisfied with a mere physical likeness.

You might find these words suggestive: (List drawn from A New Course in Composition: Kenny):

| Face | Eyes | Nose | Hair |
|-------------|-----------|-----------|----------|
| plain | hazel | long | fair |
| pleasant | deepset | short | dark |
| pretty | prominent | Grecian | curly |
| handsome | laughing | Roman | wiry |
| intelligent | dreamy | hooked | woolly |
| sad | piercing | prominent | auburn |
| dimpled | shifting | crooked | coarse |
| beautiful | fierce | flat | glossy |
| swarthy | bright | snub | wavy |
| ruddy | | red | frizzy |
| piquant | | | shingled |
| | | | straight |
| | | | fine |

Expression

| Favourable | Unfavourable |
|------------------------|-------------------------|
| kind, merry, gentle | scowling, cunning, sour |
| sweet, thoughtful | crafty, saucy, proud |
| vivacious, fascinating | cruel, hunted, haughty |
| honest, open, placid | solemn, vacant, cold |
| eager, modest, happy | gloomy, sombre, hard |
| motherly, peaceful | disdainful, savage |
| cheerful, sympathetic | starved, grim, worried |
| manly, genial | austere, sullen, blank |
| | wicked, gloomy, pained |

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WHO'S WHO

From time to time short notes on members of the Executive will appear in the Magazine.—Editor.



DR. CLIVE AUGUSTUS STAPLES

Second Vice-President Alberta School Trustees' Association
Stettler, Alberta.

DR. C. A. Staples was born at Collingwood, Ontario. While young he moved to Stillwater, Minnesota, where he received his public and high school education. He attended Carleton College, Northfield, Minn., and received the degree of B.Sc. upon graduation in 1891. In 1896 he graduated from McGill University, Montreal, Quebec, with the degree of M.D., C.M., after which he was House Surgeon in the Royal Victoria Hos-

pital, Montreal and research worker under Professor Adami. In 1897 he was assistant surgeon at Wellington Collieries, Wellington, B.C. From 1898 to 1906 he was chief surgeon at Union Collieries at Cumberland, B.C. In 1898 he married Kathleen Puckridge Woodley of Hamilton, Ontario who died in 1903. In 1906 he removed to Stettler, Alberta, where he engaged in general practice until 1915 when he went overseas with the C.E.F. as Major C.A.M.C. An especially interesting part of Dr. Staples' overseas experience was the year 1919 in which he was on a special Investigating Commission on Child Welfare in the Balkan States, Jugo-Slavia and Austria. In 1920 Dr. Staples returned to Stettler, Alberta, where he has practiced medicine ever since. Mrs. Staples before her marriage in 1912 was Douglas Taylor (Lady Mintoft) of Madrid, Spain. There are two children, Clive Marshall and Frances Wilcox.

Dr. Staples has taken a keen interest in educational matters for many years and has been a member of the Trustees' Executive since 1928. Trustees who have attended the conventions are well aware of his ability as a chairman and have the utmost confidence in his sense of fair play. To many of the problems confronting educational authorities he has given much thought. He is an ardent supporter of technical education and vocational training.

"When things don't look as bright as you think they ought to, be sure your windows aren't foggy with your own breath."

"To try is better than the thing you try for,
To hope is higher than the height attained,
To love is greater than the love you sigh for,
To seek is nobler than the object gained.
To 'wrestle with the angel'—this avails
Although the motive for the wrestling fails."

GETTING AT SOME OF OUR PROBLEMS Dr. C. A. Staples, Stettler

The times through which we are passing bring all to a thoughtful mood, but none more so than the trustees of schools. The difficulties of financing, the dissatisfaction with the subjects taught, the question of discipline, the many problems we are called on to meet and solve and above all the criticism of our friends and neighbors over every expenditure and decision often make one consider whether it is worth while to continue; but we have assumed a public duty that someone must perform and so we "carry on."

These times and the difficulty of making a living and the great number of men who cannot get a job and are dependent on the public for their daily food, bring the whole matter of the education and the future of our children very forcibly to our attention. The essentials of life are food, shelter and clothing. The question comes to us, are we preparing these children to secure these essentials and to meet and master the problems of life that are before them?

For several years the Department of Education have undertaken to improve the educational situation in the rural districts of Alberta and have offered legislation incorporating their ideas. These repeated attempts have not met with popular approval and each succeeding effort has met with more and more strenuous opposition, until at present there exists a most unfortunate situation between the Department and certain sections of the rural trustees, as has been repeatedly expressed at the various conventions of the School Trustees' Association.

There is a general impression that at present any radical change in the organization of our rural schools advocated by the Department, would be viewed with hostile eyes by the large majority of our rural population.

We firmly believe that the Minister has been sincere in his attempt to improve the situation and he has certainly had courage to persist, in the face of such bitter opposition, in what he was convinced was for the best interests of the schools of Alberta; and there is no reason why certain of the fundamental principles advocated by him should not be in force today.

The astute politician, with his ear to the ground, listens carefully to opinions expressed by his constituents and expresses those opinions in concrete form; he then becomes the popular leader; but the moment he gets too far in advance and advocates any radical measure that they have not been prepared to accept he at once loses contact and loses prestige. It is questionable whether radical legislation should ever be initiated by the peoples' representatives. As a rule radical changes are the result of prolonged dissatisfaction with existing conditions and are generally made law by an insistent demand of the people. The people make the demand and those in authority execute.

We have in the recently proposed legislation for our schools a peculiar situation. For several years resolutions asking for certain improvements in our schools have been brought before our conventions but when the remedy is offered it contains not only the things asked for but other things that the

people are not willing to accept and so they have been compelled to refuse the whole thing. There were two objectionable features. The first was the uniform tax rate for the whole province (this was afterwards modified), covering certain expenditures. Any legislation involving an increase in direct taxation, is a dangerous thing to attempt at any time but when coupled with legislation that was not otherwise acceptable it became suicidal. Especially resentful were those older districts which one knew were better able to afford this additional tax. The second contentious feature was the loss of local control. Those who have managed their own school affairs for years and have taken pride in their work do not willingly give up that privilege, specially such a close personal matter as the primary education of their children. They believe that the closer the relation between the home and the school the better for the child. The close co-operation of all the local factors is considered of first importance.

The expensive and useless machinery that was thought necessary to run this scheme could easily have been arranged; but behind all this proposed legislation has been this idea which is not acceptable: the uniform tax rate for the whole rural population and the centralization of control.

That an improvement, involving radical changes, is needed in our school organization will not be disputed, for it has been the subject of much discussion at our Trustees' Conventions for several years. The Department appreciates this keenly. The Department and the Trustees are in accord in all the major principles involved, except the two mentioned above. If there is such a persistent demand for a change and the Department appreciates the necessity, is it not possible that we can take those factors that are acceptable to all parties and make a beginning toward improvements? Let us incorporate those principles in an acceptable proposition and those on which we cannot see eye to eye, let us drop. While we are disagreeing our children are growing to manhood and womanhood and we are not giving them our best.

There is one thing often lost sight of by those in authority: they are elected by the people, from among the people to manage the affairs of the people; and it must not be forgotten that he who pays the piper may call the tune. We are all working for the same end and if we cannot agree as to methods let us get together and see what is common ground and from that point work out the rest of the proposition.

There is a common ground from which we can work; there have been, as we have stated before, certain things that have been discussed repeatedly and accepted by all parties as necessary to reform.

The first of these is the necessity for thorough and systematic supervision of our rural schools!

The second, an improved method of selecting teachers for our rural schools!

The third, some system whereby the children of our rural school districts are entitled to the privileges of secondary education at their nearest high school.

Fourth, the increasing and insistent demand for practical and technical education makes it imperative that every child should be given an opportu-

ity of securing at least the beginning of such an education within a reasonable distance of his own home.

These are the main factors of the problem that we have before us, upon which we can all agree. Such being the case, it appeals to one that with so much in common, a beginning must be made if any advance is to be made on the ultimate problem. Therefore, considering these factors as a starting point we have the following to suggest:

That the more thickly settled districts be formed into "Administrative Units" consisting of 50 or less school districts in a solid block, the shape and size depending in a measure on the physical characteristics of the country;

That the trustees of this Administrative Unit elect from their own number an "Advisory Board" of from nine to 11 members;

That the Advisory Board hire and pay a Supervisor, who shall confine his or her work to the schools of that Administrative Unit and shall be responsible to the Advisory Board;

That the Advisory Board shall at the request of any local board select and recommend a teacher for their school district;

That four Administrative Units may unite to support a Central High School which shall be located at some central point where a good high school already exists;

That such a high school shall be prepared to teach not only the Matriculation and Normal courses now taught but also the Commercial and Technical courses as outlined by the Department and any correspondence course that may be requested and approved;

That there may be attached to each such Central High School, a dormitory for the use of any high school students who may wish to avail themselves of the use of such a home and supervised study hours, or those whose parents may wish them to be under general supervision outside of school hours.

It is suggested that the whole province be so subdivided, having in view boundaries that may later correspond to County boundaries. While these boundaries are established and areas outlined it is not necessary that the privilege be exercised until circumstances warrant additional expenditures.

It is suggested that in those districts where the population is sparse instead of the usual 25 mile radius for the central high school area that a larger radius be used and if combined with a suitable dormitory, such a school would be a great aid to those too far removed to get home frequently.

It is also suggested that the building of these central high schools be financed by the Provincial Government in those places only, where the local Administrative Units are prepared to meet part of the costs both of the debenture repayments and of the operating expenses. The proportionate share should be set by the Department, and uniform for all schools.

It has been found by experimentation and shown by the examination results of the pupils that there is from 10 per cent. to 20 per cent. greater efficiency in the results of supervised teachers over non-supervised teachers in the same school. If the school district is paying \$1000.00 per year for their teacher and her efficiency is increased 10 per

cent. or \$100.00 then their share of the expense of the supervisor is paid by the increased efficiency and is not actually an extra expense on the school district.

It is not necessary to go into the many ways that a capable supervisor may improve conditions in a local school district nor how he can harmonize the relations among the trustees, parents, children and teacher nor how he may clear up many petty misunderstandings that so often lead to serious results if not promptly dealt with. This is appreciated by most trustees for the need of more supervision has been one of the most constant subjects of resolutions brought yearly before the Trustees' Convention.

To secure suitable supervisors it would be necessary that those who wished to apply for such situations first present themselves before a Board of Examiners and that the Department issue certificates qualifying them as supervisors.

One of the great difficulties of rural school trustees and trustees of smaller centres is that of selecting suitable teachers, largely because of a lack of sufficient information. Under the Advisory Board applications would be received by the Board and then would be culled by the supervisor from his own personal knowledge, and supplemented by information from the supervisors of other districts and such other sources of information as might be available. This culled list would then be referred to the Board, who, with the assistance of the supervisor, would select teachers for the various school districts who would have applied for assistance. These teachers would be recommended to the local Board as the choice of the Advisory Board. The local trustees might confirm or reject the recommendation, thus exercising local control in the selection of their teacher.

Another problem that has been causing a great amount of dissatisfaction, is the secondary education of rural children. Every child who has the ability and the desire should be given the opportunity of going to a high school. Part of the rural schools teach grades 9 and 10. The rural high school idea is acceptable in some districts but no one scheme suits all. The larger number of rural children at present taking high school work are going to the nearest centre, village, town or city, for grades 9 to 12, for which they pay a fee, usually, of \$30.00 for grades 9, 10 and 11 and \$40.00 for grade 12. The actual cost per pupil runs from \$60.00 to as high as \$150.00, depending on various conditions. The difference between the cost and the amount received in tuition fees is an unjust burden on the tax payers of any centre. Under the scheme of central high schools this burden would be equalized and every child in that area would be entitled to all the benefits of the school without extra cost.

The demand for practical and technical education in our high schools is becoming more insistent each year and opportunity must be provided for pupils desiring this work. Under the present system with our small centres of population, all that any one high school can afford to offer are the two courses now generally offered, i.e., the Normal Entrance and Matriculation.

It is estimated that not more than 15 per cent. (the figures vary from 6 per cent. to 15 per cent.

by different authorities) of our high school pupils use their high school education directly as a means of earning a living, that 85 per cent. get practically no utilitarian value out of their secondary education. In other words 15 per cent. get cultural plus utilitarian value out of their high school and the 85 per cent. get but cultural value. If the money is collected from all the people then the children of all the people should be treated alike and all the children should have both cultural and practical education and the 15 per cent. should have no advantage over the 85 per cent. No matter what line of work is chosen high school training should have some direct practical value.

Our recent secondary educational offerings, due to various causes, appeal to one as not being properly balanced to give equal advantages to all children according to their various needs and abilities. One has no quarrel with the primary education as to its course of studies but when we consider the secondary education as carried out in this province, we feel that we who are responsible for the present situation have failed to grasp one of the fundamental principles of democracy. Our aim should have been to bring the whole of the people to the highest plane of citizenship possible and not the selected few. One of the first essentials of a good citizen should be his ability to support himself and his family and take his place in the affairs of his district and province according to his ability and opportunity.

We stress the utilitarian value of education—the productive value that education will show during a long life—cultural education that we may enjoy the pleasures of life but practical education first that we may earn the opportunity of enjoying our hours of relaxation. Education both cultural and practical does not stop with school days as so many seem to think. Build the man to his proper stature and then polish, do not spend all your energy polishing the unfinished product. A proper proportion of the practical and the cultural is ideal.

There is another phase of our present system that needs consideration and points to the need of offering practical work. There is a certain proportion of our young people who are not getting a square deal in our schools. We refer to those high school boys and girls who are being forced by their parents to go to school and study subjects which do not appeal to them as being of any real value or for which they have no aptitude and only keep at them because forced to do so. These children instead of being benefitted are often actually being harmed, their ambition is being lost and the habit of doing well whatever they have to do is being destroyed by the attitude they are taking with their studies. They are satisfied if they get the needed 50 per cent. at examination time. The habit of getting by with as little work as possible is being fixed. What, may we ask, is that kind of work liable to do to them in after life? How long would you keep a man who was giving you only 50 per cent. efficiency? These boys and girls are kept at school a longer or shorter time, according to circumstances, and when they do leave school they are prepared for what? Nothing in their schooling has fitted them to compete for a job of any kind. With the present great number of unemployed what is their

chance of competing and securing a job? The older applicants who are out of work have every advantage over the unfledged youngster. They either have knowledge that better fits them for the job or they have experience or possibly both. These youngsters, then, must join the ranks of the unemployed. Unprepared—without training or experience—what of the future? This is the preparation for citizenship we are at present offering 85 per cent. of our school children (outside of the larger centres).

The central high school scheme will give a better opportunity for these young people to prepare themselves for the work of life and that within a reasonable distance of their own home. Many a boy that could not afford to go to Calgary or Edmonton would be able to go to such a school if the school were within a reasonable distance of his home.

The practical education offered in such a school will give the basic tools of almost any trade. Just as the three R's are the basis of a general education so are the fundamentals of woodwork, metal work, internal combustion engines, electricity, etc., needed before any advance can be made in any one line. Such knowledge will give a child an opportunity of determining his adaptability to any particular trade, at an early date.

The need of practical and technical education has been one of the main subjects for discussion at the last three conventions of the school trustees, and from an academic standpoint the approval of the need is granted, but to get real action is very difficult and will be until we as trustees make an insistent demand for action along some line on which we can all agree. So long as we are at loggerheads, just so long will the Department hold their hand, and justly so.

The financial aspect of such a proposition during these trying times will immediately appeal to many. The cry will be "we cannot afford it." Do you realize that we cannot afford not to have something whereby we can train our boys and girls so that they may compete successfully with the great masses of the unemployed and earn a living for themselves and those dependent upon them. Do you not realize that the times of easy money are over for a long time and that keen competition such as we of our generation have never had to meet is the fate of the rising generation and that your boy and mine must be better prepared than ourselves to meet that competition? It is our greatest obligation and must come before all others. Let us cut out some of the many governmental services that we are paying for now and use that money to meet the greater demand of our children. We make many sacrifices in our homes for the benefit of the younger ones, let us carry the same thought into governmental circles and do a little cutting of expenditures for the benefit of our schools.

We feel confident that any people who are willing to be taxed directly and indirectly to support such a proposition as our primary schools and who do not object to the money that is being expended for 15 per cent. of our children in secondary and university education cannot logically object to any government that would present and carry out a scheme that would materially assist 85 per cent. of our children to a higher plane of citizenship.

CITIZENSHIP AND PATRIOTISM

By Hazel M. Thompson

In *Home and Country*, Quebec.

It is of great importance that parents as well as teachers should realize the danger to the coming generation in lack of respect for authority and lack of sense of obligation to observe the rights of others.

Cardinal Newman said that a gentleman was one who gave another no unnecessary pain.

With lack of home discipline and in many cases the undue prominence which we give to the wishes and whims of children, it is very important to add instruction to the curriculum upon this very important part of the child's character.

The lack of this instruction to pupils in primary and intermediate grades, and even in the upper grades, is very soon noticed. There is no connection between democracy and rude conduct and slouchy manners. There is no necessary connection between democracy among adults and in government and lack of discipline in homes and schools. There is no necessary connection between abolition of privilege, caste and class, and bad manners.

A child cannot be given a proper preparation for citizenship unless love of country is implanted in his heart. He must have a sense of personal responsibility, a feeling that now is his time to prepare himself that he may help with the better government of his country; to feel it his duty to welcome to this country the poor and congested peoples of other countries, who will show their appreciation of the opportunities given them by becoming law-abiding, patriotic citizens, and contributing to the welfare of our country. They need lessons to impress upon them the idea that we are not the only people in the world—that we should cultivate friendship and sympathy with other peoples, and that we should only enter war for a righteous cause. There should be lessons to arouse the proper aspiration for a settlement of national disputes by peaceable methods.

Who am I? Where am I going? Who is my neighbour? What ought I do? Every child sooner or later meets these questions along his path, and on his answer hang the issues of his life. To anticipate the direction of the unique life of each child and to go with him hand in hand a little way—this is the hope of parents and teachers. They must not only be ready with living answers to his questions when they are asked, they must through every year prepare the way for both question and answer by an attitude of expectation.

A teacher does not say to her pupils, "You are the child of your parents. They have done much for you. How can you repay it?" But she herself should never forget the need of instilling loyalty and devotion to the family. Quietly and persistently must be dropped the seeds of appreciation and in daily ways of suggested service must be tended and watered the opening leaves of good-will.

The teacher's constant creed for herself and her class must be "For we are members one of another." The spirit of the daily lessons should be "With good-will doing service." The greatest gift

a teacher or parent can give a pupil is an enlarging and enduring standard in his relation to work, play, family, friends and friendship. Even at six years a child is old enough to feel that he is a member of his school and of his home, and is eager to serve them both in minute but precious ways. I have so many offers of service before school and at recess that quite often I am at a loss to suggest something which needs to be done. Year by year the child's world broadens out, and he is ready to accept new ties as his own. Throw a pebble into a stream. From a small centre the ever-widening circles radiate till they reach the most distant shore. So loyalty to the simplest ties may enlarge circle by circle in the stream of a child's growing life until it reaches the shore of good-will among all men.

In Grade I we begin with home as the centre. Through the year by stories and poems and suggestions of helpfulness the teacher can strengthen the child's devotion to the family. In Grade II the school and playground can be taken up. They need to see the meanings and opportunities greater than they have appreciated. They can be shown how significant in our towns are the public schools. How much thought and money are spent for them. How year by year the school points on to new opportunities. In Grade III the children will be ready to take pleasure in beginning to help the neighbourhood. The story of "The Good Samaritan" gives the keynote of neighbourliness.

In the first grades children are taught helpfulness and good-will by stories, poems and deeds of kindness. In the fourth grade boys and girls can begin to know what a town or city stands for, and to see as parts of a whole its different departments: fire, police, health, charity, street, school and government. The age of hunger for fact has arrived. We can take advantage of it and develop responsibility in respect to laws and officials.

In the higher grades we can try to relate the historical struggles and achievements with the struggles and achievements of everyday life. When our subject is the heroic virtue of pioneers we not only give examples from the brave deeds of early settlers but show how everyone of us is called out to be a pioneer in new courage, in advanced and difficult standards of honour, in self-forgetting loyalty. We also accent honesty, sympathy, courtesy, industry, courage, self-control, reverence, and a sacred regard for the truth. We show the necessity for co-operation on the part of each and all and how each one of us can link his individual life to the life of the whole through good will and active service.

I find that the best time for this lesson in citizenship is with the opening exercises. When the child is getting ready for his day's work nothing helps him more than a talk or a story or poem on industry or one of the other topics. Sometimes just before four o'clock there is a minute or so when a few questions about conduct on the street or helping mother will give the child food for thought. In English and scripture stories we can emphasize truth, kindness, etc.

All good ethical teaching will react from school to home and from home to school. The teacher aims to make the children more helpful, more

sympathetic, more obedient at home as well as school. Lessons on hygiene make the daily care of children easier for the parents. Constantly bringing before them the spirit of helpfulness suggests to the children what they can do at home. The parents and teachers can join in this work, the parents encouraging the development of good will which the teacher is endeavoring to strengthen at school.

Unless ethical instruction passes into ethical action, it is worse than useless. The spirit of good will grows by service. Can we not day by day and year by year deepen a child's conception of his family, his town, his national, his human ties? When we think of those who have spent their lives toiling in foreign lands in service for others we think our task of teaching these lessons to children pleasant and slight in comparison, and our gratitude rises with outstretched hands claiming the right of service.

(The material for the above article was taken from the Introduction to "*A Course in Citizenship and Patriotism*" by Cabot, Andrews, Hill and McSkimmon.)

"You are the only person you can depend upon; therefore make yourself dependable." —C.T.G.

A GREAT DESTROYER

What is "more powerful than the combined armies of the world"?

What has "destroyed more men than all the wars of the nations"?

The answer is given by the *Safe Worker* (Chicago) in the striking style of personification used by Robert H. Davis in his famous piece: "I am the Printing Press." We read on:

"I am more deadly than bullets, and I have wrecked more homes than the mightiest of siege guns.

"I steal, in the United States alone, over five billion dollars each year.

"I spare no one, and I find my victims among the rich and poor alike, the young and old, the strong and weak. Widows and orphans know me.

"I loom up to such proportions that I cast my shadow over every field of labor, from the turning of the grindstone to the moving of every railroad train.

"I massacre thousands upon thousands of wage-earners a year.

"I lurk in unseen places, and do most of my work silently. You are warned against me, but you heed not.

"I am everywhere—in the house, on the streets, in the factory, at railroad crossings, and on the sea.

"I bring sickness, degradation, and death, and yet few seek to avoid me.

"I destroy, crush, or maim. I give nothing, but take all.

"I am your worst enemy.

"I am CARELESSNESS."

—The Homemakers' Page, *Toronto Globe*.

"That which lies in the well of your thought will come up in the bucket of your speech."

—Spurgeon.

GO-AS-YOU-PLEASE EXPERIMENT IN EDUCATION TO BE TRIED OUT

President of Chicago University Devises New System—Take It or Leave It

By FREDERICK C. OTHMAN

The smartest freshmen ever to attend the University of Chicago assembled 725 strong on the campus recently to begin an educational experiment unique in college annals.

They'll go to class when they feel like it. They'll read only those books which interest them. They'll confer with their professors when and if they please. And if they don't emerge from the university after four years as gentlemen, well educated and intellectually proficient, then Robert Maynard Hutchins, youthful President of the University is going to be sorely disappointed.

He will tell the "smartest freshmen" tomorrow what he expects of them in the "free and easy" educational program which he devised and which is looked upon with interest by educators the world over. He will tell them that there will be millions to help get an education; not one cent to force one.

Hutchins, despite his responsibilities as head of one of the nation's largest and richest universities, mapped out his revolutionary educational system several years ago. This year marks his first chance to use it in its entirety.

The system is based primarily on the theory that an intelligent man will want to be educated; that there's no use in attempting to educate a man who is interested only in speakeasies, football, "dates."

Courses to be offered them have been elaborately revised, reading lists suggested, books made available, and one of the most notable group of educators in America assembled. The freshmen may listen to the lectures, read the books and then "take it or leave it."

President Hutchins believes they "will take it," depending as he does on the seriousness and the "good minds" of his freshmen.

If the experiment proves successful, University rules and procedure, many of which go back to the middle ages for their inspiration, may be revolutionized the country over.

—From *The Mail and Empire*, Toronto.

Small boy: "What is college bred, pop?"

Pop (with son in college): "They make college bred, my boy, from the flour of youth and the dough of old age."

BOYS LAZIER THAN GIRLS

Boys will have to snap out of it if they don't want the girls to beat them to it. Not only are boys five times lazier than girls but there are five times as many lazy boys as girls. Besides, fully 80 per cent. of the "lazy bones"—boys and girls—will deny the affliction when charged with being lazy. The Russian psychologist, P. P. Blonsky, who is responsible for this comparative laziness in boys and girls, attributes the difference to "motor hunger." The boys are lazier, he thinks, because they are naturally more active and burn more fuel.

GRANT FOR EDUCATION IS SUSPENDED

For many years the Alberta School Trustees' Association has been much interested in all forms of technical education and have looked forward to extension of this form of education as soon as finances would permit. When the "Technical Education Act" of 1919 expired in 1929 the Association unanimously passed a resolution asking for a renewal of the Act. Such an Act was passed at the last session of Parliament and many hoped that, in these times when so many boys and girls are remaining in school longer than they would have done when times were normal and jobs plentiful, much more might be offered in the way of vocational training. Such hopes were at least temporarily blighted by the announcement that the grants have been suspended "for the time being." The following dispatch from Ottawa, September 28th, is of interest:

"Under the stern dictates of falling national revenues, the Bennett government has been compelled to abandon for this year at least its promise to pay the provinces each a special grant for technical education.

A letter has been sent to each of the provincial governments, it became known in the Capital tonight, advising that 'for the time being' the \$750,000 which was to have been split annually among the nine provinces, will not be forthcoming this year. Unofficially, it is stated that decreased federal revenues necessitated this step as an economy.

Since the money was to have been paid on a population basis, Ontario, the largest province, would have got the biggest grant. The act providing for the grants was passed at the last session of parliament. It laid down population as the basis of payment though provision was also made that an agreement was to be drawn up with each province.

Under the act, the grants are administered by regulation. No regulations have been passed yet. The letters to the provinces, it is understood, pointed this out and added that, with no regulations passed, no agreements could be drawn. The letters are said then to have stated that the payments would not be made 'for the time being.'

Special grants for technical education were one of the policies put into the Conservative party platform at the time Premier Bennett was chosen leader at Winnipeg. Thenceforth Conservatives demanded them in and out of parliament. During the 1930 general election when the present government was put in office, Mr. Bennett made these grants one of the issues.

Four of the provinces are really little affected by the Government's decision. These four—Prince Edward Island, Nova Scotia, Manitoba and Saskatchewan—still have money coming to them under the Technical Education Act of 1919. Under that act, similar grants were payable to provinces which qualified by providing facilities for the spread of technical education. These provinces did not qualify to the full extent contemplated in the 1919 act.

The other five provinces—Ontario, Quebec, New Brunswick, Alberta and British Columbia—were the ones which, having got all that was coming to them under the 1919 act, were due to benefit by

the renewal of the grants under the present statute. When the King government, some years ago, declared that when the 1919 fund expired no more money would be paid, it was these five provinces which felt the pinch. They in particular welcomed the present Act on its enactment by the Bennett administration.

Under the present act, the fund is payable on all schools teaching courses designed to fit pupils for particular trades or callings."

LOOKING BACKWARD

There is a popular impression that nothing like present difficulties ever were seen before; that periods of depression in the past were mild and harmless affairs as compared to the present slump. It is not so. Many times in the past the nations have tightened their belts as they pondered dolefully on the state of affairs. Read this lamentation, for instance:

"It is a gloomy moment in history. Not for many years—not in the lifetime of most men who read this paper—has there been so much grave and deep apprehension. In our own country there is universal commercial prostration and panic and thousands of our poorest fellow-citizens are turned out against the approaching winter without employment.

"In France the political caldron seethes and bubbles with uncertainty. Russia hangs as usual like a cloud, dark and silent upon the horizon of Europe; while all the energies, resources and influences of the British Empire are sorely tried, and are yet to be tried more sorely, in coping with the vast and deadly Indian insurrection, and with disturbed relations in China.

"Of our own troubles no man can see the end. If we are only to lose money and by painful poverty to be taught wisdom, no man need seriously despair. Yet the very haste to be rich, which is the occasion of this widespread calamity, has also tended to destroy the moral forces with which we are to resist and subdue the calamity."

The above was not written this week or last. It is reprinted from *Harper's Weekly* of October 10, 1857—seventy-four years ago—and expresses the fears aroused in a depression long since buried in the oblivion of time. There is a certain grim satisfaction in the knowledge that the world recovered from plights no less serious than the one which afflicts us today, and it should be kept in mind that the world is organized as never before to relieve the most pressing distress brought about by our widespread economic ills.

—Editorial, *Ottawa Journal*, October 7, 1931.

(The above was kindly forwarded to the Editor by L. F. Burrows, secretary-treasurer, *The Canadian Horticultural Council*.)

"A wide-spreading, hopeful disposition is the best umbrella for this vale of tears."

—William D. Howells.

The real man goes forth on his daily adventure making melody and song, redeeming the time even in days that are evil.

—From *The Canadian Friend*.

HIGH SCHOOL FEES

(The following resolution was passed by the Calgary School Board at its meeting held September 15th, 1931, and is of special interest at the present time.—Editor).

"WHEREAS rural school districts in this province and parents living in these districts are finding it increasingly difficult to pay the fees charged for non-resident high school pupils,

"AND WHEREAS the taxpayers of the cities and towns are finding it increasingly difficult to pay their taxes,

"AND WHEREAS the cost per high school pupil to the Calgary School District is approximately three times the amount of the fee charged non-resident pupils,

"AND WHEREAS the Calgary School District under present economic conditions is not in a position to remit any of the said fees,

"AND WHEREAS it is neither equitable nor fair that such a large proportion of the cost of the education of non-resident high school pupils should be thrown upon the town and city districts,

"AND WHEREAS the Calgary School District is only asking that the Provincial Government assist those rural pupils who should not in any way be a charge upon the towns or cities,

AND WHEREAS the Provinces of Manitoba and Saskatchewan pay to districts providing educational facilities for non-resident high school pupils a yearly grant of \$50.00 per pupil,

"AND WHEREAS on account of the acute unemployment situation, numbers of pupils are seeking admission to our high schools who under better economic conditions would be otherwise employed,

"AND WHEREAS the admission of senior pupils to high school will tend to decrease unemployment,

"THEREFORE BE IT RESOLVED that this Board petition the Provincial Government which has a wider taxation base than the municipalities, to make provision as an emergency measure, by Order-in-Council if necessary, for the payment of a grant to the city and town districts of the Province of \$50.00 per annum for every non-resident pupil accommodated by the said districts in their high schools, this grant to be in lieu of the fees now charged."

THE 'IGGLES AND THE WILD THINGS

Their teacher told the 'iggles
How to win the little birds
And the tiny, tiny Squiggles
That do not speak their words;
How to sit and wait in quiet
And as motionless as sticks,
And with neither squirm nor riot
Lest the Squiggles fear their tricks.
But the Giggles always giggled,
And the Wiggles always wiggled
And the Jiggles had to jiggle with their feet;
So the Squiggles feared to squiggle
And the Higgles never higgled

And not a one dared come from his retreat.

—From *The Canadian Friend*.

"A thought—good or evil—an act, in time a habit, so runs life's law: what you live in your thought world, that sooner or later you will find objectified in your life."—Ralph Waldo Trine.

SCHOOLS NEGLECTING USE OF SPARE TIME, SAYS EDUCATIONIST

Dr. L. P. Jacks Thinks Leisure More Fundamental Than Labor—Four-Hour Working Day

A man who is the principal of a famous English college—who built his own house and manages his own farm, whose wife is a skilled weaver and makes her own dyes from the flowers she gathers—believes that "hitherto education has been far too much occupied in teaching boys and girls how to make money" instead of "preparing them for a satisfying, worth-while use of their spare time."

Indeed, this interesting, kindly and thoughtful English educationist, who says "there are two great games in life—one is playing the fool and the other is playing the man," is gravely concerned regarding the use of spare time, especially in view of existing economic conditions, and maintains that "outdoor sports and handicrafts of many kinds should be part of the curriculum of spare time."

At Recreation Congress

This gentleman is Lawrence Pearsall Jacks, LL.D., Principal of Manchester College, Oxford, Eng., and founder and editor of *Hibbert Journal*. "I have had a great deal to do with the problem of labor and the problem of leisure in the course of my life," he told *The Globe*. "I am coming to the conclusion that the problem of leisure hours is the more fundamental of the two." Dr. Jacks, who is visiting this country under the auspices of the National Recreation Association, is at present attending the Recreation Congress of the United States and Canada in session at the Royal York Hotel, Toronto.

"I believe," Dr. Jacks continued, "that in the future we shall see our social problems shifting their centre more and more to the leisure end of life. Leisure is that part of life, the needs of which are most conspicuously overlooked in public systems of education as carried on in the schools and colleges. Most of the leisure time of the present day is consumed in the search for ready-made pleasures and external excitement which bring very little enjoyment. Leisure might be a hundred times as enjoyable as it is. In England we have millions of idle unemployed stagnating, physically and mentally and completely at a loose end."

Games for Community

"In my philosophy," continued Dr. Jacks, "man is by nature a skill-hungry animal. He has a natural creative urge and can never be satisfied until he finds some outlet for it. His leisure should be occupied in the satisfaction of his hunger. The basis of skill is a well-rounded physical culture and its ultimate objective is art." He also contended that "the enthusiasm of spectators at sports' contests shows the respect in which athletic skill is held, but the satisfaction of personal participation in sports is vastly greater than the pleasure of watching star performances by experts. Our play education should take the form of enlisting the whole community in the game."

—*The Toronto Globe*.

SHO

APPROPRIATE SHOES
OCCASION HAVE BEEN
HERE FOR YOUR

